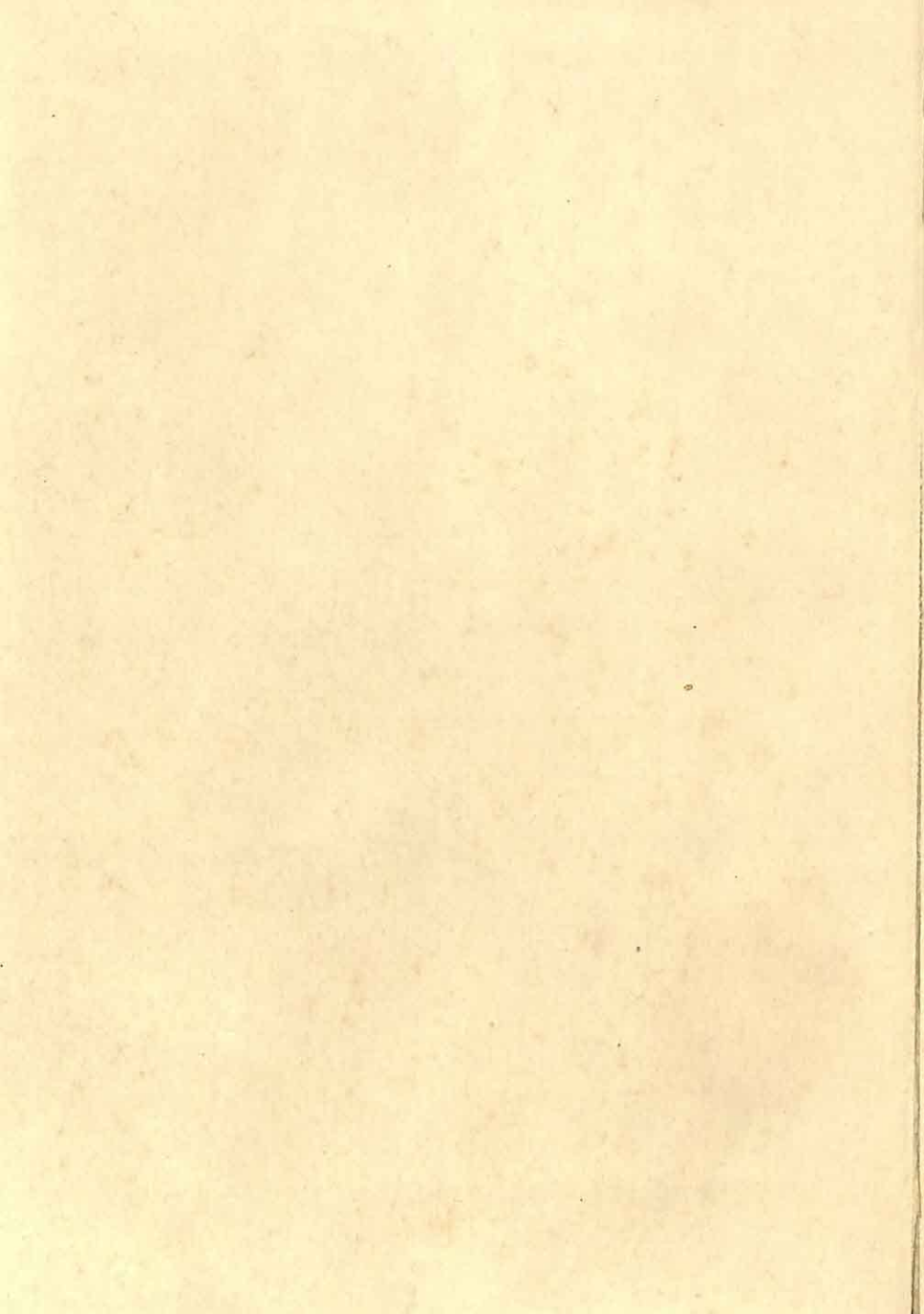


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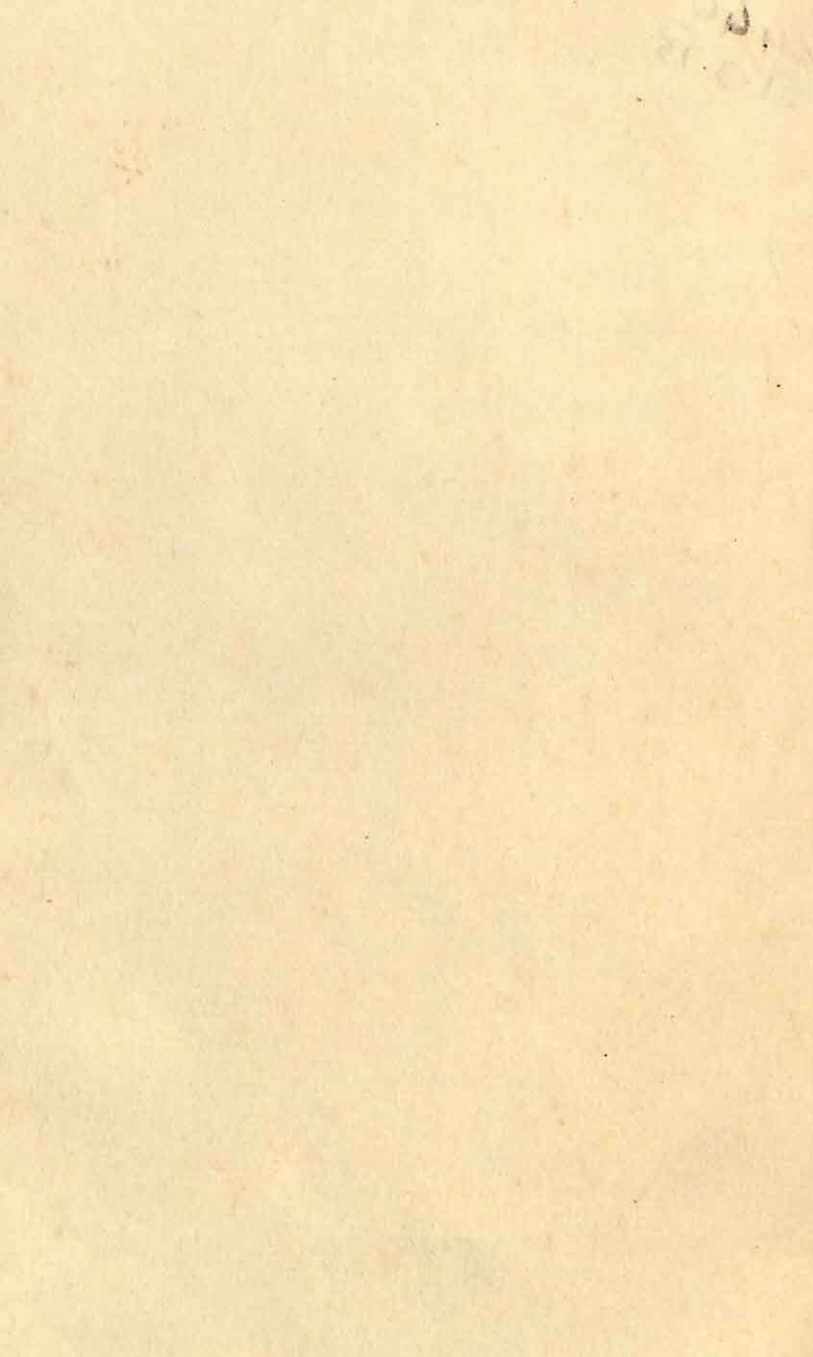
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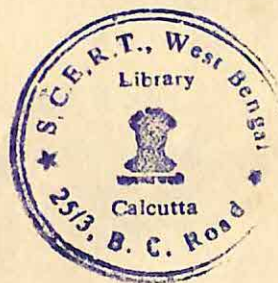
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THE TEACHING OF ENGLISH SPELLING

H. R. BHATIA, M.A.

*Formerly of the Ministry of Education
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PREFACE TO THE THIRD EDITION

THE book has been revised in the light of some recent trends in educational practice and includes reference to some experimental studies in the field of spelling. The problems of the study and teaching of English spelling in India have not been experimentally studied, and in conclusion a plea has been made that this should be done. A few topics for research have been suggested.

To enable teachers to study the problems of the teaching of spelling still further a bibliography has been added. It is hoped that Indian teachers will draw on the data made available in references for further study and reconstruct their approach to English spelling and if possible try to carry out experimental investigations into the problems of teaching English spelling to Indian pupils.

H. R. B.

Calcutta

5 December 1955

PREFACE TO THE SECOND EDITION

SOME important additions have been made to the text in the second edition. In the first place the psychological basis of the teaching of spelling has been amplified so as to bring out principles which should help in the selection, arrangement and grading of procedures to develop mastery, as well as the desire, to spell. Secondly, the factor

of self-activity in learning spelling has been emphasized in greater detail. I hope both these additions will help the teacher in reconstructing his aims and methods in the teaching of English spelling.

PREFACE TO THE FIRST EDITION

THIS is essentially a handbook for teachers and is the outcome of my several years' experience of teaching English both to Intermediate and High School classes in the Punjab and Rajputana.

I gratefully acknowledge the kind permission of Mr J. E. Parkinson, M.A., I.E.S., and the Oxford University Press to use my articles appearing in the *Punjab Educational Journal* and *Teaching* respectively. From Mr Parkinson I have received from time to time advice and encouragement for which it is difficult to thank him adequately. I have gleaned some useful suggestions from the examination reports of the Boards of Education of the United Provinces and Rajputana.

My grateful thanks are also due to Mr M. G. Singh, M.A. (OXON), Professor of English, Central Training College, Lahore, who not only revised the manuscript but also offered valuable suggestions which have been of real help to the book.

H. R. BHATIA

Pilani

14 September 1935

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ENGLISH SPELLING

THE spelling of modern English is curiously anomalous and inconsistent. The chief reason is that it does not correspond to the pronunciation. Often the same sound is spelt in different ways and words similar in spelling are differently pronounced. *To, two* and *too*; *their* and *there*; *seas, cease* and *seize*; *dear* and *deer*; *stationery* and *stationary*; are differently spelt though their pronunciation is very much the same. On the other hand, *cut* and *put*; *come* and *home*; *bound* and *wound*; *great* and *cheat*; *removed* and *beloved*; *created* and *defeated*; are differently pronounced though they are quite similar in spelling. Again a number of letters are superfluously added to words to whose pronunciation they do not at all contribute. Why should *night, fight, right* have *gh*? Why should *write, gate, house, college* have an *e* at the end? Why should *cry* be changed into *cries* when *play* is changed into *plays*? Such anomalies may easily be multiplied and they show conclusively enough the futility of any attempt at formulating any rules regarding English spelling. English spelling is freakish and is not amenable to any rules. It is notorious how young children in India parade such anomalies at school functions to the amusement of all present.

These discrepancies, however, are not an act of God. They have a history behind them and help to explain not only the etymology but also

some of the influences on the history and development of the English language. In the beginning there could be no other guide to spelling than the ears of those who wrote, and writing was therefore purely phonetical. But since slight individual differences were sure to creep into the pronunciation of words, spelling varied with individuals. When it stabilized in manuscript writing, the spellings of teachers and other learned people became the standard. The spoken forms of words changed from time to time but the extinct forms of speech continued to be written long after they had ceased to be heard. With the invention of the art of printing the old spelling was all the more firmly established irrespective of changes in pronunciation. Thus the present English spelling represents the pronunciation current at that time or even earlier. Again, early English scholars found their vernacular an extremely insufficient medium in which to convey the great thoughts of the classics and constantly and copiously borrowed Latin and French words to enrich the English vernacular. Such borrowings brought in peculiarities of Latin and French spelling, not only in writing words borrowed from these languages but also in writing originally English words. Lastly the English alphabet is far from being perfect as a means of rendering sound; it possesses just five vowels, and many of the discrepancies between pronunciation and spelling may be attributed to these imperfections. For example *ch* stands for two sounds as in *benches* and *machine*, *o* in *goal* and *gaol*, *u* in *put* and *cut*, *a* in *cat* and *walk*.

These discrepancies between spelling and sound, whatever their explanation, make the lot of the beginner very hard indeed. The Indian student is at a greater disadvantage. Almost all his vernaculars are phonetic. He spells what he pronounces, he puts down a letter or letters for every articulated sound and for no other, and carrying this habit into the spelling of English words he plays havoc with them. Even when he comes to realize the strange and irregular character of English spelling, in the absence of any definite rules he shelters himself under rough analogies, ever vague and unreliable, and makes confusion worse confounded. A number of high school pupils are found spelling 'coming' as 'com-ming'; 'two' as 'tow'; 'there' as 'their', and so on.

II

THE IMPORTANCE OF CORRECT SPELLING

THE value and importance of correct spelling is often discounted. Mark Twain and Shakespeare made fun of those who could spell correctly, and many lesser people to this day dismiss the ability to spell correctly as a mere language skill, the least important of the mechanical phases of written expression which does not necessarily interfere with the understanding of thought or the flow of ideas. If this is so, there seems to be no excuse for the uneconomical waste of time and red ink that teachers of English expend

on it. The need of correct spelling arises in written expression and there all that matters, it is argued, is the matter and style of composition. Errors of grammar, sentence construction and punctuation can make a difference to thought and understanding but not errors in spelling. This is clearly a mistake. Bad spelling can distort meaning and cause great mental confusion even though grammar and sentence construction are correct. Here are a few examples of such confusion:

‘He went from bed (bad) to wars (worse).’

‘He arranged his shoes (shows) in the opposite manner (manor).’

To be able to spell one’s words correctly may not be a great achievement but to spell them wrongly is certainly reprehensible. However bright the ideas or happy the expression, a composition will lack elegance if the words used are not correctly spelt. Besides, to spell one’s words correctly is a part of the courtesy due to the person who is to read what is written, and the absence of it is considered lack of good education and respectability. Today one of the frequent criticisms made of our high school pass youth is that ‘He can’t even spell’, implying that he lacks even the minimum of literacy we expect from one who has been to school. It may be because errors in spelling can be much more easily recognized than errors in grammar and syntax but so long as correct spelling is considered the mark of an educated person, the time and attention given to the teaching and learning of English spelling is fully justified.

'English spelling', says H. G. Wyatt (*The Teaching of English in India*¹), 'is a conventional nuisance, but so long as the convention remains of reckoning conformance to standard a mark of the educated adult, teachers who respect this convention must take the trouble to secure conformance in their pupils.' So there seems to be no justification for errors in spelling. The spelling in English of an ordinary pupil in India as he leaves the high school is bad, and that of the one who joins is much worse, and therefore of all persons a teacher should be the last to exonerate pupils from bad spelling. Finally, lack of accuracy in one thing leads to lack of accuracy in others and people who spell carelessly are prone to be careless in everything else.

III

CAN SPELLING BE TAUGHT?

BUT should spelling be taught? Or can spelling be taught? Modern educational practice based on some of the recent experimental investigations of the problem is in favour of tabooing all spelling teaching. 'Spelling is "caught" rather than "taught"', says W. S. Tomkinson in *The Teaching of English*.²

The researches of J. M. Rice into the pedagogy of spelling led him to conclude that all the time devoted to the teaching of spelling beyond a certain maximum of fifteen minutes a day is a sheer

¹ Oxford University Press, 3rd edition.

² Clarendon Press.

waste of time and effort. He examined a large number of children drawn from different strata of society and taught by different methods, and through test words given alone, in sentences and in composition written on a story basis, found that the best spellers were, as a rule, to be found among the brightest pupils, that the ability to spell in a given grade was not determined by age and that the influence of methods of teaching was nil. His conclusion in his own words was as follows: 'In fact there is no direct relation between methods and results. . . . The results varied as much under the same as they did under different methods of instruction. The facts here presented, in my opinion, will admit of only one conclusion, viz., that the results are not determined by the methods employed, but by the ability of those who use them. In other words, the first place must be given to the personal equation of the teacher, while methods and devices play a subordinate part.'

Such results, somewhat startling as they were, led to extensive experimental investigations by Dr Cornman on the teaching of spelling proper. His main experiment was to delete entirely specific drill in spelling, the spelling book, and home lessons in the subject, from the programme of two schools for a period of three years and to see what effect it had on the spelling of pupils. At the end of the three years of experimentation, it was found that, according to all the standards of measurement that were used,

(1) The pupils spelled about as well one year as another in spite of the omission of a

daily spelling period and lessons for home study.

(2) In spite of the omission of specific instruction in spelling, the pupils showed steady improvement. They neither gained nor lost appreciably by the absence of spelling lessons and drill from the school programme. The work of the two schools in spelling was nearly as good as in previous years when special drill in spelling had been the rule of every class and quite as good as that of other schools in the same city that retained the spelling drill.

(3) The amount of time spent in specific spelling teaching bears no discoverable relation to the results attained.

(4) The degree of mental development is the most important factor in accuracy in spelling.

He concludes, 'It is, therefore, advisable in view of the economy of time to rely upon incidental teaching of spelling to produce a sufficiently high average result. . . . The spelling drill, as at present administered throughout the country, adds little or nothing to the effectiveness of the mere incidental teaching of spelling. It may be reasonably assumed, therefore, that even if the spelling drill were brought to the highest degree of perfection it could not produce noticeably greater spelling percentages than those given as the results of the several composition tests.'¹

But the reliability of Dr Cornman's experiment has been questioned by those who advocate the

¹ Quoted by E. L. Thorndike in *Educational Psychology*.

direct method of teaching spelling. All the factors in his study may not have been controlled and it may not be strictly objective at every point as he seems to assume. But on the other hand it must be conceded that his conclusions cannot be altogether rejected. Generally speaking it is practically impossible to make studies in education strictly scientific, and at best Dr Cornman may be accused of having overstated his case against the traditional formal or direct method of teaching spelling as a distinct and separate subject, which is allotted a definite period in the time-table of the day and in which long lists of words are prescribed for every pupil to learn by rote. Dr Cornman prefers that spelling should be left to incidental teaching.

Wallins followed a different technique. He gave pupils systematic drill on a list of words and later tested them on spelling through dictated composition containing those words. Thus he claimed to discover 'the extent of transfer from formal spelling to composition'. He took all steps to make the study 'legitimate and adequate' by

(1) Dictating to the children compositions, 'relevant to their stage of development and interests, containing among other words a given number of *test* words which have at some previous time been subjected to a thoroughgoing treatment in columns.'

(2) Considering only the drill or test words in correcting the papers.

'Compliance with these conditions,' he claimed, 'will strip the problem of irrelevant complications, and eliminate all factors save the factor under

investigation, which scientific procedure demands shall be kept under controlled conditions.' (*Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer*, pages 24-5.)

But the study of Wallins suffers from two weaknesses. In the first place though he claims 'scientific' status for his study he failed to isolate the incidental learning of spelling which is continuous and widespread particularly in a progressive school where he made his study. Secondly his study reveals only what percentage of words given in the list of words on which they had been recently drilled are spelled correctly in a dictated composition, not in free composition and self-expression. What percentage of these words they were able to use in their own writing later, say a letter, is not revealed by the study of Wallins. In fact words which are not used in one's own writing, which after all is the most crucial test of words having been completely mastered, are sure to be forgotten sooner or later and all the labour and attention spent on them is utterly wasted. This fact is accepted even by those who are staunch supporters of the drill method of the old type.

It must have become clear by now that there are two opposing camps on the question of teaching spelling. One is the method of drill or repetition. Words whose spelling is to be mastered are spelled again and again orally or in writing till they are completely mastered. This method is formal and direct. Spelling is a separate and distinct subject in the daily time-table of the school, and it is taught and studied as a subject in itself and of itself. There are definite

lists of words prescribed for each class, there is a detailed method of teaching and testing and marks are allotted to spelling in progress reports. The second is the incidental, informal and indirect. It is the method of experience and usage. Young pupils learn to spell words as they use them in daily school activities involving reading and writing. Work in connexion with reading, reciting, composition, translation, history and the like offers rich opportunities for handling a large variety of words, pupils learn the spelling of what words they are likely to need in their own writing. There are no ready-made lists, there is no mechanical cramming. The pupil's needs and interests, his meaningful experience and purpose provide him with a large number of words and help him to learn their spelling. A wise teacher does not let this happen by chance but unobtrusively directs children to concentrate on words they need.

The older methods of teaching English in India combined reading with spelling and hence the need of specific teaching in spelling never arose. English was taught by the alphabet method, pupils spelling out each letter in the new word. The ABC method began with those words in which pronunciation corresponded with spelling and words were selected for spelling and sound similarities. R-A-T, C-A-T, M-A-T, B-A-T and H-A-T were taught together, and the common sound and spelling element did not necessitate separate lessons in spelling. The teacher expected that his class would acquire spelling as they acquired the meaning and pronunciation of words and to a great extent his expectations were ful-

filled. But the alphabet method no longer holds the field. It is being increasingly replaced by the word method, in which children learn words from the very beginning and reading does not necessitate breaking up words into their component letters. So spelling must be provided apart from instruction in reading. Nor is spelling given the primary position which it formerly had. Reading is given the place of importance, and spelling is taught only after some skill in reading has been acquired. Though spelling has been given a secondary position it is its due position, and the need of its specific teaching along more rational lines is being increasingly recognized.

IV

CHANGING IDEALS AND METHODS

THE last fifty years have witnessed a complete and wholesale revision and reconstruction of our attitudes, methods and objectives in education. The needs of the child are considered more important than the subject-matter, learning is no longer committing things to memory, education is an active, complex process and the child is an organism that grows by reacting and adjusting to concrete situations. The teacher is not merely to impart knowledge but to encourage young people to take part in various activities and learn by doing things in a suitable social environment. The phenomenal growth of psychology and biology influenced education in several ways and

the traditional formal methods gave way to progressive and dynamic methods in which the needs and interests of children were the sole determining factor of what should be taught and how it should be taught. A spirit of critical inquiry is abroad and there is a growing willingness to test accepted thoughts and practices against the evidence of carefully analysed facts. Curricula and studies in primary and high schools are being reviewed in terms of their importance to children and of their need in social life. Those subjects which are not directly related to the needs of children and actual life are being weeded out. Those topics and subjects which retained their places in the curricula merely for the purpose of training mental faculties are being dropped. Thus spelling as a method of training memory gets the go-by. The formal mechanical method of making pupils learn by heart lists of words selected by the teacher or of standing in a row and spelling orally the words pronounced by the teacher, or the more strenuous, if not the more monstrous, method of asking them to shout in a simultaneous sing-song the spelling of a word after the teacher, has fallen into disrepute. Such forms of drill lack motive, and therefore interest, and what lacks interest cannot be successfully learned.

V

THE PSYCHOLOGY OF SPELLING

THE earlier psychology of spelling was also wrong. It looked upon spelling as a method of training memory and was responsible for the absurd educational practice of asking pupils to learn in parrot-fashion lists of isolated words from a spelling book. Recent investigations of psychology show that memory has not much to do with spelling and that what matters most is the innate capacity to concentrate on details. It has been shown experimentally that a pupil after careful memorizing may be able to write isolated words in a list accurately and readily, but he may not be able to spell words accurately or readily when they occur in sentences either dictated or composed by himself. Its reason is not far to seek. Spelling habits, like all other habits, are very specific. When the spelling of a word is learnt in a certain situation, it can be reproduced accurately and readily only in that situation. If the situation is slightly altered, the pupil will not be able to spell the words so accurately or so readily, even if he can spell them at all. Hence it is evident that the spelling grind, in vogue under the régime of the older psychology, was absolutely futile, and that the learning of spelling should be very closely associated with, and must of necessity be done in, situations demanding correct spelling. Since such a need arises only in writing, it is mainly in writing that the pupil should form habits of correct spelling.

Spelling is a sensory-motor habit acquired by repeated motor responses to certain sensory stimuli. The sensory stimulus is generally a written or printed word in reading. The eye must be trained to see the word as a whole and in its component elements. Or it may be the word spoken, and the ear must *be trained to hear the component sounds one by one*, to catch the word as a whole and the order of sounds in uttering the letters and syllables. Often the word may have to be articulated in whispers, just as sometimes we cannot spell a word orally but have to seize a pen to write the word out and thus make out the spelling. With these visual and auditory images the muscles of the hand and the fingers must have formed very definite and ready associations of movements. Thus spelling involves sight, hearing, the muscular movements of the arm, the hand and the fingers, the muscular movements of the vocal chords, the tactile sensations in the hands, joints and vocal chords, and all these must be perfectly harmonized and co-ordinated before the spelling of any word can be said to have been mastered. In the finished habit of correct spelling the mere pronunciation, sight, image or idea of the word automatically brings about the successive links involved in writing the letters in correct order or naming the several component letters, and economy in learning to spell consists largely in providing conditions under which associations between the several links of sensory and motor reactions may be established most easily and readily, and most firmly for the words whose spelling the pupils should learn.

Moreover, modern applications of psychology to educational practice have revealed that the traditional method of making pupils learn to spell from ten to fifteen thousand words was irrational. On an average a pupil who passes the high school examination does not need in his school work and will not need in later life to spell more than three thousand words. This applies to vocabulary in the mother-tongue. Perhaps the working vocabulary in English of an Indian student is much smaller. Of course in later life he may have to master a special and technical vocabulary connected with the trade he pursues, but so long as he is in school there is no reason why he should be unnecessarily overburdened with the spelling of words he is not likely to use.

VI

THE PROBLEM

THE aim of all spelling instruction should be to make the spelling of familiar words largely automatic. A pupil should be able to spell his words correctly without interfering with the trend of his thought either in writing or reading. Correct spelling should become so habitual as to require no attention. He who spells his words correctly after an effort at a clear reproduction of the form of the word and is unable to follow the line of thought in doing so, has yet to learn spelling. All good spelling must be judged by the fact that the pupil can write his words

correctly and automatically while he is completely absorbed in the thought he is expressing.

Another aim of the teaching of spelling is to impress upon the pupil the great necessity and importance of spelling his words correctly. Not only should he develop a 'spelling sense' so that a faulty spelling 'looks wrong' but he should also gladly take the trouble of consulting a dictionary, or making inquiries from the teacher rather than put down incorrect spelling.

Spelling being a matter of habit is subject to all the laws of habit-formation. Its problem is twofold:

Firstly, to inculcate among young pupils habits of correct spelling.

Secondly, to devise ways and means by which habits of bad spelling may be replaced by correct ones.

VII

THE OBJECTIVES

WITH so general a statement of the problem it seems necessary to proceed more analytically and work out in detail what specific objectives should be aimed at in an organized plan of class work. It is difficult to grade them but every teacher must keep them in view whatever the age and ability of his pupils.

In the first place, pupils must be taught to recognize words. Familiarity through varied experience with words in reading, writing and conversation will help recognition, but only a

few words should be introduced at a time. With primary classes readers employing selected and limited vocabularies should be preferred. New words should invariably be written on the black-board and pupils should be asked to copy them in their notebooks.

Secondly, pupils should be able to pronounce words. The teacher should read aloud to the class almost every day and also listen with interest to pupils reading. In teaching new words pronunciation should be emphasized.

Thirdly, the use of newly taught words in their own written expression should be encouraged.

Fourthly, the pupils should be made to realize very early the need and value of correct spelling. They should develop the habit of noticing the sequence of letters in every new word, and of frequently using the dictionary, both for knowing and verifying the spelling of words. Once their interest in correct spelling is aroused, they will develop a spelling conscience, a feeling that words should be correctly spelt.

VIII

PSYCHOLOGICAL BASIS OF THE TEACHING OF SPELLING

THERE are certain psychological principles underlying the teaching and learning of spelling which every teacher must take note of, for they will help him in the selection, arrangement and grading of procedures to develop mastery as well as the desire to spell.

In the first place he must recognize individual differences among pupils. The rate at which various children learn to spell depends on the individual child and the method. Some children are auditory spellers, they learn most readily what they hear. They are more conscious of the sound elements of words than of the letters which compose them. For them oral spelling is the best means of improvement and the teacher must emphasize the sound of the word and letters. Those who belong to this group have difficulty with English spelling because English is not a phonetic language. In many English words there are relics of old forms, some letters being without any value in word pronunciation. Some children learn most readily that which they see. For them the printed word or the practice of black-board writing is the best help. Some children learn most readily through movement. For them writing out each letter of the word helps to fix in their minds the sequence of letters and syllables. Since children in a class vary in interest and ability, the teacher will do well to employ all these methods. Besides, children in a class differ in ability to grasp and remember, in their past experiences and present vocabulary needs. It is only by thus capitalizing their differences that a teacher can increase the efficiency of class work by making it possible to adjust the subject-matter and the method to fit the needs and interest of each pupil. One very effective way of providing for individual differences is to avoid expecting all children of a class to study the same list of words, and to guide each child to

evolve his own list of spelling words. Such words would have a relevance and importance which teacher-made lists will lack and the child will develop the healthy habit of learning to spell words as he needs them.

Words to be spelled must be presented very vividly. Other things being equal children retain longest those impressions which have been introduced with vividness. Whether the teacher is giving the spelling of a word orally, through sight or through movement in writing, the presentation should be very vivid. Pronunciation and enunciation should be clear and sufficiently loud and emphatic. Blackboard writing should be bold and transcription should be very legible. Persistent practice with vivid impression will go a long way in fixing correct spelling.

The meaning of a word should be thoroughly explained before a pupil is expected to learn to spell it. Such an explanation makes associations in his mind richer and more concrete, and words, instead of being arbitrary jumbles of letters, become living meaningful tools, needed in workaday written expression. Interest is the fly-wheel of successful learning and it can be aroused if children understand the need of spelling words correctly. The demands of written expression will press home on them this need and when they understand the use and meaning of words, the ability to spell them aright will give them satisfaction and joy and strengthen their desire for further learning.

There are a number of pupils who get promoted to a higher class, when their spelling is

not up to the standard of the new class. The need for individual guidance and remedial work, such as is proposed in spelling games and drill hereinafter, becomes necessary.

IX

SPELLING AND SELF-ACTIVITY

LEARNING in spelling should be conceived as growth in power and control over the tools of written expression, and pupils should be led to look upon tests as an opportunity to appraise that power. As they become conscious of their increasing control over spelling and begin to take pride in it, they will desire to increase that control and add more words to their vocabularies. From this point of view successful teaching of spelling should aim, not at achievement and acquisition, but at growth and the desire for further growth, which are all important. Once pupils are encouraged and stimulated in the course of their experience with written expression to work for the development of their power in spelling, they will not pass by, without complete mastery, any word which they need in written expression, and which they must undertake to learn to spell. Here as elsewhere self-help is the best form of help, and the successful teacher will lead pupils, step by step, to accept full responsibility for their work, selecting the words to be studied, and testing themselves to make absolutely sure that they have succeeded in mastering words selected.

Let the new teaching in spelling be shot through and through with purpose and interest, with intense self-activity on the part of pupils. They should be taught to see their own spelling problems, to purpose and plan to solve those problems, to co-operate with others in solving those problems, and finally to appraise the success of their own efforts. To this end the teacher's responsibility will be threefold:

In the first place, he should present spelling situations to the pupils in such a way, that they themselves will form purposes in those situations which seem worthwhile to them, and make them self-active. The degree to which the pupils' interest is aroused and the extent to which they become self-active is a measure of the teacher's success in the teaching of spelling.

Secondly, when pupils have become conscious of definite objectives in the learning of spelling, the teacher should help them to realize those objectives. This means that pupils should be helped to plan their work, to visualize their difficulties and make an effort to overcome them. This help should be just help, and not domination, which every self-active person will resent and rebel against. The choice must always be with them.

Thirdly, the teacher should never miss interpreting the positive results of pupils' efforts, and the benefits they have secured. A consciousness that honest labour seldom goes in vain and that previous effort has yielded satisfactory results is a great encouragement to many boys and girls.

S.C.E.R.T., West Bengal

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X

THE CHOICE OF WORDS

ORDINARILY a teacher of English in India expects that his class should be able to spell correctly each and every word that occurs in his reader or text. This practice is only a slight modification of the old system of expecting pupils to commit to memory ten to fifteen thousand words irrespective of the fact that most of them were never to be used either in their oral or written expression. This system involves a great deal of waste, as has already been shown.

Every pupil has three vocabularies. The first is his speech vocabulary, that is words used in everyday intercourse with his companions, at home, in the school or the playground. The speech vocabulary in English of an average Indian pupil is very meagre, mostly because he never has opportunities, and is rarely called upon, to talk in English for his daily intercourse. The second is his writing vocabulary, that is the number of words he uses to express himself in black and white. This is larger than the first, partly because he has more time to think and choose his words, and is not obliged to take the first word that comes into his mind. The third is his reading vocabulary, that is, the number of words he is acquainted with and can understand, though many of them he is not likely to use either in writing or in speech. This reading vocabulary is much larger than either his speech vocabulary or writing vocabulary.

Now it is the writing vocabulary from which spelling words should be selected, partly because it is the only vocabulary which is really his own and which is at his beck and call whenever he sits down to write, and partly because the need of correct spelling arises only in written expression.

Much of the waste in the teaching of spelling would be eliminated if this consideration were borne in mind. Spelling is the stumbling-block of many a teacher of English in this country. He frets at the freakishness of English spelling and the thick-headedness of his pupils to grasp it. But much of the fault lies with him. He does not properly select his words and expects his class to spell correctly every random word that is found in the textbooks. His words come from the reading vocabulary of the class and not from their writing vocabulary. Pupils should be taught and expected to spell correctly words they use in their written work. Spelling is mostly a matter for the eye. It is necessary because we are called upon to write and it is the mistakes made in actual writing that should determine what words should be selected for spelling teaching.

XI

WHERE TO FIND SUCH WORDS

THE best place to find such words as any pupil should be expected to spell correctly is in his writing exercise book. His writing vocabulary is revealed in his compositions, dictations, pieces of translation, reproduction or paraphrase. By far the most fruitful source is his answer-book

written in the examination hall, where he is hard pressed for time and freely uses the vocabulary that is at his command. The teacher who wishes to improve the spelling of his class should be frequently looking into the exercise books of his class and gathering the individual difficulties of his pupils.

A number of spelling books giving lists of words a pupil of any age should be expected to spell correctly are commonly put on the market but they seem to presume that the spelling difficulties of children are the same all the world over and that any individual teacher does not know his pupils and their difficulties. Such lists are not only unnecessary but they prevent the teacher from understanding the actual pitfalls of his pupils. It is much better if the teacher forms his own list for each class on the basis of his experience of corrections in the written work of his pupils. When a new class is formed it should be given a few tests in spelling to ascertain what standard it has so far achieved and then the later teaching should be graded according to the results of such tests. The preliminary tests will enable the teacher to tabulate the number of times each word has been misspelt and the common type of error in the misspelt form of each word. On their basis he should make up two lists, one of words misspelt by a considerable number of pupils and the other of words misspelt only by some of them. These lists will be of great use to the teacher. In the first place he will come to know what words the class can easily spell and he therefore need not waste any

time on them. Secondly, he will discover what are the words which most boys cannot spell and what is the peculiar character of their errors in spelling. Thirdly, he will come to know the individual attainment in spelling. This is very important, since most of the errors in spelling are confined to individual pupils and need individual correction and attention.

XII

TRANSCRIPTION

THE need of correct spelling arises only in writing and it is mainly in writing that the pupil should form habits of correct spelling. Spelling is a motor habit and he should be encouraged to have considerable practice in writing correct spellings of words through direct imitation from the blackboard or the reader till the habit is formed. Transcription in the early years of the school deserves much more attention than it is given, considering that even high school students betray habits of negligence in transcribing words from the blackboard; and an intelligent teacher under the pretext of calligraphy will make his pupils automatically learn to spell correctly many new words. Care, however, should be taken that too great a variety of words is not introduced. A child will acquire a sufficiently large vocabulary in two years even if he learns only one word a day.

In dealing with junior pupils who have just mastered the alphabet it would be better to adopt what may be called the Look, Say and Write method. The problem is to enable the pupil to

copy, in detail, such a pattern as a seen word with its constituent letters in the proper order. Words should be written very legibly on the blackboard and their meaning should be explained or illustrated. The pupils should be asked to pronounce them, to fix them in their minds and then to transcribe them in their exercise books. With beginners only one word should be taken at a time. Suppose we take the word *Rose*. Let it be presented visually by writing it on the blackboard. Then either the object itself or a picture of it is shown to the pupils to make the symbolic impression more concrete and living. Then the word is spoken and the pupils also are called upon to pronounce it. After they have seen, heard and spoken the word, they are instructed to transcribe it. When they have had sufficient practice in writing it out, the mere sound of the word will be enough to enable the pupils to write it out. As soon as they are able to understand, words should be presented in a context, say in sentences. In prescribing words or sentences for transcription it will add both to interest and usefulness if words prescribed for transcription have something in common in pronunciation or spelling, e.g. *rat, cat, mat, sat, hat*. Short sentences using them may be constructed, written on the blackboard and given to the class for transcription.

The start should always be made with words of easy phonetic spelling and it is only when the class has had enough grounding in them that the transition to the unphonetic spelling should be made.

XIII

SPELLING AND READING

As soon as pupils in junior classes can read and understand short sentences without much difficulty, they should be encouraged to do a good deal of rapid reading outside their books. They should be asked to note down new words they have come across in the course of their reading and to become familiar with them either by revolving them in their minds and thereby forming a vivid mental picture of them, or by using them in their own sentences and writing them a number of times. Ordinarily a boy who spells badly has not read much. He who is fond of reading and reads rapidly and yet carefully is seldom a bad speller.

Some writers have been so impressed by the close connexion between rapid and careful reading on the one hand and correct spelling on the other that they have vehemently advocated the complete elimination of all formal teaching of spelling. As P. Chubb says in *The Teaching of English*, 'Do not be fussy about spelling. Good reading, clear enunciation and the ear training that goes with it will do more for spelling than the routine of the spelling book.'

The objections that were cited against leaving all spelling to incidental teaching may well be repeated here. Reading is a great help in the learning of correct spelling, as spelling is a matter for the eye, and the more familiar the eye becomes with the correct spelling of words the less

liable it is to errors in spelling. But that does not mean that reading alone is enough and can replace the systematic teaching of spelling. In the first place, Indian pupils do very little reading in English. And the small number that does so is carried from sentence to sentence and page to page by the absorbing interest of the matter itself. They have neither the time nor the interest to attend to the sequence of constituent symbols in words. It is better so, for too much attention to spelling is a great danger to thought acquisition, which is the primary aim of all reading and which has certainly far greater educational value. Secondly, spelling is a process in which we study the several symbol elements of words while in reading we recognize the word as a whole, and not piecemeal, letter by letter.

The ABC method of teaching English drew no distinction between reading and spelling. The two subjects were taught as though they were one and the same. But spelling is essential only when one is trying to express ideas in writing. When one writes, one must know the letters which make up particular words. But in reading one recognizes words as units, as wholes. If the process of writing were to be closely analysed it would be found that spelling is essentially an analytical process. In order to be efficient in spelling one must be able to attend closely to each letter in a word. On the other hand a good reader jumps from word to word or from phrase to phrase. He quickly recognizes larger units. Thus reading and spelling instead of being identical are directly

opposed to each other. Spelling is analytical, reading is synthetical.

Present-day teaching methods stress reading by the word method instead of the alphabet method. It often happens that children taught to read by the word method are bad spellers. Their percepts of words are not detailed, they recognize words by their general form, their length and even by their initial alphabets. They do not analyse words in order to recognize the alphabets of which the word is composed. The truth of this statement will be understood more clearly when on assessment of common errors in spelling it is found that the largest number is to be found occurring in the middle of a word. The initial alphabet is seldom misspelt. The end of a word is also less frequently misspelt than its middle. This supports the view that spelling is an analytical process, while reading is a synthetic process and the former cannot be taught only through, or along with, reading.

But, of course, reading does offer to young pupils rich opportunities of becoming familiar with words, and this familiarity means among other things, familiarity with their spelling. Reading is not a *method* of teaching spelling, but is a good *aid* to it.

XIV

SPELLING AND PRONUNCIATION

It is difficult to connect English spelling with pronunciation. With some pupils an early grounding in phonetics helps, and with others it positively hinders correct spelling. It has been noticed in the Southern Punjab that a number of pupils even in the high school classes pronounce *s* as *sh* and vice versa. They carry this defect into their spelling and write *short* for *sort* or *sock* for *shock*. Such pupils need very badly a thorough grounding in phonetics, and the earlier such defects are detected and treated the better. Defective pronunciation may be a source of bad spelling, and the teacher, during the course of the lesson, should stress phonetic peculiarities and secure accurate pronunciation of each new word that the class learns.

But good pronunciation may spoil spelling as much. A number of Indian pupils in European schools develop an English accent and pronunciation without improving appreciably in spelling. They would write *sure* as *shure* or *bridge* as *brij*. They will have to be taught spelling independently of their pronunciation.

Quite a number of words are spelt according to their pronunciation, and all that these need is a clear and distinct enunciation, for example, *proof*, *task*, *morning*, *children*.

While teaching the reader, some of the common sound combinations may be stressed and repeated in different contexts, as for example,

beat	look	rope	come
eat	book	rose	some
seat	foot	home	
meat	good	rode	
neat	wood	bone	

A number of English words have common sound elements and many of them will be correctly spelt if they are broken into component units. For example,

dic-ta-tion	ca-pa-bi-lity
mo-di-fi-ca-tion	com-pa-ri-son
sta-tion	sa-ga-ci-ty

XV

SPELLING AND DRILL

THE old method of drill, according to which pupils sat in a row and spelt aloud in a simultaneous sing-song a prescribed list of words, is to be strongly disparaged and banned, for it is a flagrant violation of our present-day knowledge of psychology. But there is a danger that with the modern conception of the problem there may be too strong a reaction against the method of drill. No doubt drill is mechanical, dull and uninteresting, but it should not be overlooked that it is the only means by which any habit can be formed. Drill has a definite place in the teaching and learning of spelling. Moreover in the early years of school the knowledge of a child is very meagre, and drill, a mere constant repetition of the little he knows, gives him the fullest sense and joy of individual achievement and of

effective self-assertion. At this stage therefore drill may be introduced with advantage. The old method of drill was defective because it lacked motive and interest. If spelling drill is motivated to arouse among children the maximum of self-activity and if it is varied enough to appeal to children of different 'memory types', it is sure to yield results of which any teacher may be proud.

A few types of drill are given in XVI-XIX.

XVI

ORAL DRILL

A WORD is pronounced and spelt by the teacher and a number of pupils are called upon at random to repeat the spelling. The rest of the class listen to the spelling and at last one of them is asked to write the spelling of the word on the blackboard, just to reinforce the auditory impression with the visual impression of the word. Another variation of this type of oral drill is to ask every pupil in turn to spell letter by letter a word written on the black-board and end by pronouncing it as a whole. This oral drill is very helpful with the junior pupils.

XVII

MOTOR DRILL

A WORD is written on the blackboard and the class is called upon to transcribe it as many times as they can within a given period, say of five minutes: or the word may be spoken and the class expected to give its spelling. As soon as correct spelling is obtained, the teacher should warn them to be ready with their pens and copies and to write that word twenty times. He who does so first may stand at his seat as a mark of distinction. Rapid movements in writing and repeating the correct spelling of a word are very useful in fixing it.

XVIII

VISUAL DRILL

A BIG slate is taken and a word is written on it in large block letters. The class is informed that a word will be shown to them, and then the slate is exposed to the class for five seconds at the most. After that the class is expected to reproduce orally or in writing the spelling of that word. The latter is better, for ultimately it is in writing that spelling matters. If the class is warned of the shortness of time, they will concentrate their attention when the word is shown to them and the results will certainly be more satisfactory. Instead of the slate, pieces of cardboard

may be used and the words printed on them in big letters.

Of these three forms of drill, motor drill is very useful, partly because spelling is a motor habit acquired by repeated motor responses to sensory stimuli, and partly because the other types of visual and oral drill may be easily co-ordinated by motor drill. Children do see what they write and they can pronounce the word after they have written it. On the other hand oral and visual types of drill by themselves do not make good spellers, for as has already been pointed out, the need of correct spelling arises only in writing, and it is in writing alone that habits of correct spelling can be most successfully formed.

Another reason why the old method of drill was defective is that it was collective. The class spelt words in chorus. There was no room for spontaneity, competition, self-assertion or interest. The individual was submerged in the class and many of them merely followed the leader in a chorus and themselves learnt very little. So the first requisite in administering drill is that it should as far as possible be always individual.

To make spelling interesting and to provide a motive for it, spelling games may be introduced with advantage. Effective drill given through games, examples of which are given hereinafter, will help the teacher to achieve what he has hitherto only desired.

Another question which is sure to be asked in connexion with spelling drill is how much time should be allotted to it. It all depends upon the previous attainment of the class. Ordinarily

fifteen minutes a week just after the dictation lesson will be found quite sufficient, considering that translation, composition and reading lessons are frequently providing opportunities for stressing peculiarities in spelling. Junior classes will need more time.

XIX

THE DRILL LESSON

THE direct aim of the drill lesson is to mechanize knowledge and experience, and to make it function as a habit. Two steps seem to be necessary to that end. The first is to explain to the pupils very clearly the facts or processes on which drill is going to be given and the second is to provide exercises for repetition in attention.

The most serious danger to the drill lesson is that it is seldom a unity. That is, it is very rarely devoted to any one particular point, rule or difficulty. Now and then a particular difficulty proves a stumbling block to the class, and that may be selected and made the subject of varied but intensive drill.

Let us illustrate it.

One of the most common spelling errors that persists in the written work of high school pupils is the confusion of the words *there* and *their*. Explain to the class their peculiar meanings and usage. *There* may mean *in* or *at that place* or it may be used as an *expletive*, that is, a word used to introduce a sentence.

Put the books *there*.

What is that dog doing *there*?

I stopped *there* for a few minutes.

or

There is a piece of chalk on the table.

Once *there* was a king.

There is plenty to eat.

Their means of *those* people.

Their books are dirty.

They leave *their* books in *their* desks.

Their cow is white.

There is an adverb modifying a verb or an expletive introducing a sentence. *Their* is a possessive pronoun and is almost always used before a noun.

Exercises

1. From the first lesson of your Reader pick out the first six sentences illustrating the use of *their* and *there* and write them down in your notebooks.

2. Fill in the blanks in the following sentences with *there*, or *their*:

- (a) Have the boys left — caps in — rooms?
- (b) — is no fun in crying all day.
- (c) Call out — names and ask them to sit —.
- (d) Not a sound was — to show — presence.
- (e) — was no one —.
- (f) What sense is — in — boasting of — wealth over —
in public?
- (g) Where — is a will — is a way.
- (h) — was a group of girls who cleaned — shoes with
— own hands.

Again, suppose the class cannot spell the word *coming*, and continually make the mistake of putting in an additional *m*. Meet the class half-way by anticipating it, if a number of the pupils

have made the mistake; but confine yourself to individuals if only a few are guilty of it. Spell the word letter by letter, writing the word meanwhile on the board, summing up with a remark on the difficulty. 'There is only one *m* in *coming*. Now write this word six times in your books.'

Such difficulties should be very carefully handled and vigorous drill should follow the preliminary explanation. The correct form should be impressed upon the pupils through repetition in writing. No doubt such repetition will be found irksome by the pupils, but the danger of making everything interesting should not be overlooked. As W. Bagley says, 'If the pupil does not sometimes find his school work disagreeable, then something is radically wrong either with the pupil or with the school or with both.'

If the class fails to distinguish between the final *-ar*, *-er* and *-or* in words, let them have an example of each written on the board, and then ask them to find ten words of each form. They will enjoy this collection, and should be encouraged to find more. As soon as they have finished, ask them to go over the lists once again and then to close their books or turn over the page. Then they should be called upon to make up their lists from memory and they should be encouraged to make use of the dictionary whenever they feel in doubt, for it is very necessary that they should never write the wrong form. This may later be tested through dictation. There is no harm if the lists are compiled for the second time on the blackboard and the pupils

refer to them even when the dictation test is being given. With junior pupils this procedure is very essential, for it will save them from mistakes which only serve to impress upon the pupils the wrong forms of words and whose possibility therefore should as far as possible be ruled out.

English spelling is not amenable to any hard and fast rules. Still it has not escaped the generalizing capacity of the teacher. And generalizations are convenient if too much stress is not laid on them. When the class obstinately continues making a particular kind of mistake, the teacher has no remedy but to offer a rough sort of rule. For example, pupils often experience a difficulty with *ei* and *ie* combinations, and the teacher cannot help giving them the rule. This is best expressed by the tag '*i* before *e*, except after *c*'. Thus we have: *receive*, *receipt*, *deceive*, *conceive*, *ceiling*, *perceive*, spelt with *ei*, while *believe*, *relieve*, *grief*, *brief*, *siege*, *yield*, *niece*, etc. are spelt with *ie*. (Exception: *seize*.)

Give the class some time either to transcribe these words in their notebooks or fix them in memory by looking at the blackboard on which these words are written. Then give them drill through dictation of some such sentences as:

If you think you have been deceived, do not give any receipt for the ceiling fan you have received.

Believe me that the seige was a brief one. No sooner did the army perceive their loss than, struck with grief, they yielded to the besiegers.

I am very grieved to receive your letter.

Passages for such drill should be specially selected or written by the teacher himself to meet

the requirements of his lessons. When spelling is taught through such drills and tests there is a greater likelihood of the correct forms being more firmly fixed in the minds of the pupils.

Two things however should be borne in mind. In the first place words which form the subject-matter of the drill lesson should as far as possible be given in their context. They should almost always be used in sentences during the course of the drill lesson. The need of correct spelling arises only in our everyday written expression, and it is in writing alone, more particularly in their peculiar usages, that the spelling of words should be taught. Secondly, in making use of the devices the teacher should never let the main purpose be lost in them. Often there is a tendency both for the class and the teacher to begin thinking that these devices are the be-all and the end-all of all their effort. Nothing would be more harmful to the drill lesson.

XX

SPELLING AND DICTATION

SPELLING is closely associated with dictation and a discussion of the objects and methods of the dictation lesson will not be entirely out of place.

On an average a teacher of English allots one period a week to dictation. A passage is dictated to the class, difficult words are spelt on the black-board, boys exchange their exercise books and mark corrections in each other's dictations, the teacher ascertains the number of mistakes each

pupil has committed and asks them to write the correct spelling of their mistakes till the bell rings to the relief of the teacher and his class. The method and practice are not far wrong but some of the aims and objects of the lesson are thrown into the background and they will be discussed here.

It is said that dictation teaches spelling. This is more an assumption than the result of analytical thinking. Dictation as a method of teaching spelling has lost its hold on modern teachers and all those whose opinion matters. For experimental investigations have shown that the spelling of children who have been reared on dictation is not appreciably better than those to whom this privilege has been denied. Spelling is a matter for the eye rather than for the ear, and intensive and extensive reading are far more likely to benefit spelling than the sounding of letters and the saying of words, for the latter do not of necessity recall the written form of words. These considerations led Mr Tomkinson to make the bold statement, 'Dictation does not and cannot teach, and never has taught, spelling.'¹

Though dictation is not of any direct help in the teaching of spelling, it is of great value in fixing spelling already acquired. Pupils are called upon to concentrate on the correct reproduction by memory of the forms of words, and this makes associations between letters, as well as between the auditory and the visual images of a word, more firm.

¹ Op. cit., p. 165.

Fixing spelling is a matter of habit, and because in the formation of habits there should be no breaks, exceptions or concessions, it is necessary, as Professor B. Dumville points out, that: 'Dictation as an exercise, as a means of fixing spelling should not involve mistakes. When it does, it leads to a further fixing of wrong associations. Even though right ones are given later, and repeated again and again, the early errors leave their traces. And the dull boy may remain confused between the right and the wrong for a long time. . . . Dictation should be considered as a means of further fixing by repetition under new circumstances—the circumstances of writing which are the only ones where correct spelling becomes necessary—what is already fairly well known. The stupid teacher might object that, if every boy gets all his dictation right, nothing is accomplished, since the boys evidently knew all the words beforehand. But he would be forgetting that the spelling of these words has been more firmly fixed.'¹

If dictation is not a fruitful method of teaching correct spelling, it is at least a good test of it. It reveals what words an individual pupil misspells and that therefore he should have further practice in them.

When the teacher gives dictation to his class, he should decide whether he is giving an exercise in fixing spelling already acquired or a test of what they already know. In the former case, the passage should almost always be taken from the

¹ *Fundamentals of Psychology*, p. 216 (University Tutorial Press).

texts pupils are expected to have read recently, and in this case the exercise should be of fairly frequent occurrence; and in the latter case it should have been specially constructed or selected to test whether pupils have acquired the spelling of definite words.

Dictation trains the hearing capacity of the pupils. It makes the ear more sensitive to spoken words, either to hear the syllables and their component elements one by one, or to catch the word as a whole and the order of sounds in uttering the letters and syllables.

The passage at first should be read out as a whole to the class, and then dictated, pausing at regular intervals at the end of each phrase in a sentence. These pauses should be as many as possible, and no attempt should be made to hurry through. The very act of dictation, if pauses are judiciously scattered over the passage, should help the pupil to comprehend the meaning of the passage and thus avoid all confusion in spelling.

It is very important that during the dictation lesson no questions should be permitted. Perfect silence and attention should be enjoined. Students should first listen and then write, and no phrase or part of the sentence should be spoken more than once or it will upset those in the act of writing.

It follows from what has been said above that passages for dictation should be carefully selected. They should not contain too many unfamiliar proper names. Indian students experience a peculiar difficulty in spelling English names of

persons and places. Special care should be taken that boys write out the correct spelling of misspelt words a number of times. It is a good plan for pupils to keep a list of such words on the last few pages of their exercise books where they can look them up from time to time.

XXI

SOME PRACTICAL SUGGESTIONS

As has already been said above, pupils should only be taught in their written expression words which they have already learnt to use. It is a sheer waste of time and energy if they are taught to spell words they are not going to use in their actual composition. The teacher should select words from the written work of the class. They should be common, familiar words which the class may be reasonably expected to have mastered to such an extent that they can freely employ them in their free composition.

New words should never be introduced in an off hand manner. Just as new persons introduced unceremoniously are apt to be forgotten, similarly new words introduced in a casual slipshod manner are apt soon to slip. Arouse the interest of the pupil in the new word and relate it to words or matter already under reference.

In correcting written work teachers should not merely mark errors in spelling but write out the correct order of letters on the blackboard or in the boy's notebook. Later on he should be asked to write out the correct spelling a number of

times. This practice will serve to eradicate from the mind habits of bad spelling and replace them by new ones of correct spelling. Such corrections should be written on one of the allotted pages in the notebook to which easy reference can be made now and then.

The blackboard should be the constant companion of the teacher of spelling. Whenever the spelling of any word is to be taught, it should invariably be written on the blackboard either by the teacher or by one of the class. It will be of great help to the pupils in imaging words. Special difficulties should be kept on the blackboard in sight of the class, and the pupils should be encouraged to examine these whenever they have a moment to spare.

But the teacher should never exhibit wrong forms on the blackboard. A number of teachers, in order to deride the defaulter and amuse the class at his expense, display wrongly spelt words on the blackboard. Even when this practice is resorted to with the express object of calling upon other pupils to detect and correct any particular kind of error, it is positively harmful, for it indirectly helps to impress upon the class forms of bad spelling which they might later confuse with correct ones. The correct spelling should be given immediately and impressed on the pupils as soon as possible.

In this connexion another plan has been found very useful. After having corrected the written work of the class, the teacher should make up a list of words which most of them have misspelt. The list should be very small and the words in-

cluded in it should be those which every pupil of that standard ought to be able to spell. It would be better if the number of words does not exceed six. These words should be printed in big block letters on pieces of cardboard and they may be hung on the walls of the class room for a week till they are replaced by others.

It is very essential in the specific teaching of spelling that only a few words should be presented at a time. In the first place such a practice will help the teacher to bring in spelling whenever he likes. A few words brought to the attention of the class will not take much time. It will make the specific systematic teaching of spelling appear quite incidental and thus help to take away much of the tedium that is associated with the teaching as well as the learning of spelling. Thirdly, it will help the pupils to give due attention to the words, which will thus be easily fixed in their minds. The teacher should not feel perturbed over it. Even if a pupil only learns four words a day, before long he will have mastered the spelling of quite a number of words.

Pupils should be allowed to write on the blackboard the spelling of words taught and there should be regular tests through dictation. What is taught must be regularly revised and tested.

Since for correct spelling pupils should be able to recognize words as wholes, and also as piecemeal, letter by letter, the treatment of words should be both synthetical and analytical. Not only should pupils be drilled into the correct spelling of words, but also stress should be laid

on their component sounds and their letters. A number of pupils will be found in almost every class who cannot learn correct spelling unless the words are broken into letters and their parts emphasized. For them the teacher should try to discover the difficulty in a word and draw attention to it. Errors in spelling usually consist in certain letters or parts of words only. For example, in the word *travelling*, *travel* doubles its final letter. So do *run*, *stop*, *beg*, *hit*, etc. in *running*, *stopping*, *begging*, *hitting*. The word *always* is written with one *l*. So are *almost*, *already*, *altogether*, *also*. By means of such a study the teacher should be able to anticipate the probable misspellings and to call special attention to the letters likely to be missed or misplaced. The difficulty ceases to be a difficulty as soon as it is singled out and the attention of the class is drawn to it. Particular emphasis may be secured by asking the pupils to focalize the correct order of the letters which are usually confused, either by underlining the difficult part of the word, or by writing it in block letters, or by printing them in larger or heavier type, as follows:

recEIve	receive	rece <u>ive</u>
decEIve	de <u>ce</u> ive	de <u>ce</u> ive
cEIl <u>l</u> ing	ce <u>il</u> ing	ce <u>il</u> ing
sEI <u>z</u> e	se <u>iz</u> e	se <u>iz</u> e

Any teacher who has had experience of teaching spelling will know that almost every pupil has his own individual vocabulary and his difficulties are peculiar to him. The teacher will do

well to encourage his pupils to keep, on an allotted page, a record of the mistakes they commonly make, and this he should examine every week to form an adequate estimate of their difficulties. His spelling list should always be based on the lists compiled by the class, and he should try as far as possible to give prominence to the individual difficulties of his class.

In the spelling lesson the pupils should be called upon to do an adequate share of the work. Instead of writing words on the board straight-away and asking pupils to transcribe them, it would be much more useful if the pupils were to build up the spelling of these words by mutual correction. In teaching new words in the reading, translation or composition lesson, it would add to the zest of the work if the teacher, by suggesting the first and even the second or third letter, calls upon the class to guess the suitable word.

Another very important method is the presentation of words in groups formed on some intelligible plan. This topic will be dealt with under a separate heading.

Lastly, it should be remembered that bad spelling is frequently due to carelessness rather than ignorance. Recently, correcting the composition of an Intermediate student, the writer came across the word *mechinery*. He asked him, 'Can't you spell *machinery*?' and at once came the answer, 'Yes, sir, it ought to be *a* instead of *e*.' Boys often do their work carelessly, and many of the mistakes they make they could have corrected without any external aid, if they had cared to look over their writing again.

and looked up in the dictionary the spelling of words about which they were not confident. Boys should be inspired to be proud of their written work and to read it over again as soon as it is finished. Such bad spelling as is due to a mere slip of the pen will then be avoided.

XXII

GROUPING OF SPELLING WORDS

THE method of presenting spelling words in groups has a good deal to be said for it. Such groups are formed on definite similarities in spelling, pronunciation or meaning, and serve to classify spelling mistakes and pitfalls. Classification if it is done on some rational plan makes for an easier grasp of the material. Words grouped in sections, small but having prominent sound or sight elements common to their members, will be more easily, rapidly and permanently mastered. Such groups are of very great help to the memory, specially when it is almost impossible to lay down any hard and fast rules. Some time back the writer had a class in which a large number of pupils did not know how to spell some of the very common and simple words. One day some of them wrote *comming* for *coming*, and it set him thinking as to what words generally double their final consonant in verbal forms ending in *-ing*. In the absence of any definite rules he was forced to form groups of those that double and those that do not double their final consonant. He wrote two words, *getting* and

running, on the blackboard and said to the class, 'Now let us have more examples of the verbs which double their final consonant.' A number of students raised their hands and took their turn at the blackboard to write *cutting*, *beginning*, *begging*, *dropping*, *travelling*, and so on. Now interest was sharpened and there were mutual corrections and appeals. Later these words were transcribed in one group. Similarly a group was formed of those that do not double their final consonant. In their subsequent written work, associations by contiguity must have helped the students to find out to what group any particular word belonged and thus to reproduce its correct spelling.

Spelling words may be variously grouped.

(1) They may be grouped together because of some common element in spelling, so that they make a similar auditory and visual appeal, as for example:

feet	each	dense
sheet	reach	sense
sweet	teach	tense
fleet	breach	expense
greet	preach	intense

Not only do such groups emphasize common sound or visual elements in a number of words, but they also provide ample scope for drill which is essential for setting habits of any kind.

(2) Words may be grouped together because they have the same difficulty in spelling, as for example:

honey	money	monkey
storey	donkey	key

They have the same endings, which is often a source of difficulty for the pupils.

sugar
similar

pillar
grammar

beggar
singular

are spelt with *-ar*.

bush
gas

bench
box

match
mass

form their plural by adding *es*.

(3) Words may be grouped together because they have a common silent letter, as for example:

sign
reign
resign
sovereign

doubt
debt
tomb
thumb

know
knight
knee
knife

(4) Words may be grouped together because they have a common context, as for example:

train
luggage

railway
porter

ticket
whistle

fare
guard

illness
medicine

patient
nurse

doctor
cough

disease
fever

and so on.

These groups will form the best preparation for the composition lesson, and once they are correctly spelt in free expression, they will be permanently fixed in the minds of the pupils. Such groups will be specially helpful to the Indian students who have no other opportunity to learn these words or to express themselves in English except in the weekly composition they write.

(5) A number of words may be grouped together because they are identical or similar in

sound but differ both in spelling and meaning. They are a source of considerable confusion to Indian pupils and deserve much more attention than has hitherto been bestowed on them. Examples of these are:

there	sees	right	to
their	seas	write	too
	seize		two

These words have to be carefully and skilfully handled. Each word should be used in sentences, its meaning explained and its usage illustrated, as for example:

Once *there* lived a farmer. I reached *there* in time. Who comes *there*? *There* is used as an adverb. It comes before or after a verb.

Where have the children gone? *Their* books are torn, *their* shoes and caps are lying here and *their* parents are looking out for them. *Their* is the possessive form of *they* and is used as an adjective. It generally comes before a noun.

He *sees* a crow. She *sees* another bird. Ram *sees* the doctor in the hospital. *Sees* is the singular form of the verb *to see* and is always used after a third person singular noun or pronoun.

For many months they sailed the high *seas*. In the monsoon there are clouded skies and heavy *seas*. *Seas* is the plural form of the noun *sea*.

In a tug-of-war the players on each side *seize* the rope. You must *seize* your opportunity when it comes. *Seize* is a transitive verb meaning *to catch*. In this form it is used as the verb of a subject in the plural number.

Later on students should be asked to make up their own sentences illustrating the use of each

word. Often etymology or parsing of these words will be helpful in fixing distinctions in the minds of the pupils. This may later be tested through dictation when a passage using them alternately is given to the class.

Some teachers object to the teaching of homonyms together on the ground that they cause needless confusion which probably was not present before. This is bound to be the case when one of them happens to be unknown to the class. For example it would be foolish to teach a primary class the distinction between *idle* and *idol*, the former of which they know and the latter of which they are not likely to know for some time to come. But there will be no danger if the class has already begun using both of them and fails to distinguish between them. The best plan will be to teach them separately and then together for the sake of contrast. It is a very common experience that even high school pupils fail to distinguish between common homonyms such as *there* and *their*; *tale* and *tail*; *blue* and *blew*. Such difficulties are multiplied in a dictation test and deserve careful teaching and testing.

A very important caution that deserves to be borne in mind is that only one group should be taught at any one time. There is much to be said in favour of the practice of devoting a few minutes every day to each group. Often grouping is a source of numerous and serious errors, but this is always the result of presenting too many words at a time or too many groups one after the other. Some time should be allowed to elapse before the second group is presented.

XXIII

THE PLAY WAY IN THE TEACHING
OF SPELLING

Too often the spelling lesson is very tedious and dull but it need not be if the interests of children are appealed to and the work is given a motive. Let the teacher infuse into the class a healthy play spirit by devising games or competitions, and he will find that the class is stimulated to make an effort and concentrate on work which they previously found irksome and monotonous. The play way methods serve to offset the mechanical boredom of the spelling lesson. They will sharpen the spirit of healthy emulation among pupils, combine recreation with learning, and help to develop useful habits. A few games are described here.

(1) One of the most fascinating of spelling games is the making of many words out of the component letters of one given word. A word is written on the blackboard preferably in capital letters and the pupils are asked to make by using any of its letters, as many words as they can out of it within a given time.

Take for example the word TEACHER. Write it on the blackboard and draw two lines to make three columns. The class should do the same in their notebooks. Now ask the class to put down in the first column words of three letters, in the second column words of four letters, and in the third column words of five letters. If necessary

one example may be written in each of them, as follows:

TEACHER

tea

each

teach

The following was the longest list given by a student in one of the classes and many students were surprised to discover that as many as forty-five words could be formed out of it.

tea

each

teach

art

care

reach

ate

hear

earth

are

cart

chart

arc

tear

heart

eat

hare

there

ere

ache

trace

car

race

cheat

ear

chat

cheer

the

acre

react

act

arch

erect

her

rate

retch

cat

hate

rat

heat

era

char

ace

hart

hat

tar

A healthy competitive spirit can be fostered by telling the class how many words can be formed and that he who is the first to form, say, twenty words should come forward and write his name on the board with his number. Then whoever forms five more rubs off the name of his predecessor and writes his own till no more words can be formed. But this may interest only

a few. Another way and a more useful one is to ask every pupil by turn to contribute one word to the list. He who fails keeps standing.

This individual competition may be replaced by group competition by classifying pupils into groups of four or five so that they may co-operate with each other in building up their lists. The former aims at a comparison of ability between individuals while the latter helps to inculcate a spirit of mutual comradeship and helpfulness.

It is better if the teacher first tries his own hand at the game and finds out the maximum number of words that can be formed from a given word before he gives that word to the class. It will interest him to know how many words can be formed from some very common words. The word *relations* gives as many as seventy words, *rheumatic* more than eighty and *indigestion* more than seventy words. Words like *examination*, *schedule*, *building*, will yield quite a wide scope for this kind of exercise. More words may easily be found by the teacher himself.

(2) Another game that will engage the class for a longer time is to divide the class into two groups. The teacher gives one word and asks one group to find a word that begins with the final letter of the given word. The other group then finds another word whose initial letter was the final letter of the word given by the other group. Thus the two groups continue to find words beginning with the final letter of each other's words. The game becomes very interesting when any group corners the other and forces it to form a number of words beginning with the same letter.

It is better if groups work under an elected leader and give words through him. Such words should be written on the blackboard by the leader. This game is capable of arousing the intenser form of team spirit and the teacher will do well to preserve it by fixing some plan of scoring.

(3) Another interesting game is connected with the dictionary. Young pupils should be persuaded to use the dictionary more often. Three or four words may be uttered by the teacher and the class asked to find their spelling in the dictionary and transcribe them in their notebooks in as short a time as possible. He who does so first stands up. Or the pupils may be asked to locate the words written on the blackboard in the dictionary and find out the pages on which they appear.

(4) The teacher may write previously learnt words on the blackboard in a different order of letters and call upon pupils at random to form words by setting the letters in their right order, as for example:

retetl	(letter)
aalswy	(always)
ceellgo	(college)
theig	(eight)

This game is very useful in teaching, fixing and testing spelling. The pupils enjoy these anagrams very much and find it an interesting substitute for indoor games.

(5) A dozen words or so are written on the blackboard and the class is asked to go over their spelling mentally. Then one pupil is called upon to stand with his back towards the

blackboard and the rest of the class test him in the spelling of words written on the blackboard. If he succeeds in spelling five of them he has the right to nominate his successor who is subjected to this test. Or if he fails to spell correctly his place is taken by the student who caused his failure.

(6) In dealing with groups of words having common elements of spelling and pronunciation, an interesting game can be arranged by writing one of them on the board and expecting others to make up the group by writing others on the blackboard. The teacher writes *actor* on the board and calls upon the class to find out more words which end with *-or*. The class will be aroused to mental effort and will be anxious to maintain themselves worthily. Pupils may be asked to raise their hands or the teacher may start calling upon each one of them. Those who fail to contribute one word keep standing. Soon they will have a list of words:

author	sailor	error
tailor	major	minor
monitor	horror	equator
traitor	pallor	motor
liquor	protector	bachelor
suitor	translator	spectator

and so on.

These games and others which every teacher who needs them can think out for himself will be enjoyed by almost every class of students. Experiments with high school boys have shown that they too welcome them. That these games have a value of their own will be evident to all those who care to give them a trial. They help

to sharpen the interest of the class and provide a spirit of hopefulness and zest in which more and better work is possible.

Moreover, appealing to the interest of the pupils as they do, these word games are calculated to impress upon them the correct spelling of words. For it is a well-known fact that we are able to remember things better if they are presented to our minds in some manner that appeals to our interest.

XXIV.

RESEARCH IN SPELLING

RESEARCH is an attitude of inquiry and of willingness to test all that we think and do against the evidence of most carefully analysed and sifted body of available facts. In England and America the methods of research are being increasingly applied to test and reconstruct teaching practices, but in India objective methods of experimentation, investigation and study in the field of education have not made appreciable headway. The study and teaching of English and the several items involved in it are the subject of numerous and varied studies in the West, and there is a large amount of available data on which discriminating teachers of English in India draw to revise and reconstruct their attitudes, devices and methods, but the peculiar 'social climate' in which the study and teaching of English is placed in India, particularly after the attainment of independence, calls for an independent approach to the problems of the teaching

and study of English in Indian schools. It is not possible to detail the several topics which are crying for study and research at the hands of teachers of English in India in a small book dealing with the teaching of English spelling, but it is considered highly desirable that even in a restricted field like the teaching of English spelling some effort should be made to experiment and investigate.

Broadly speaking such investigations can be made in two directions, firstly to determine the content of the spelling curriculum, and secondly to discover the most effective and economical methods of teaching English spelling. The place of English in the school curriculum has still to stabilize, but it is assured a place of importance in the final analysis of things. Some of the research projects connected with the teaching of English spelling in Indian schools are enumerated here.

At what stage should spelling in English be taught?

What is the writing vocabulary of Indian children in English?

✓ Are there any words which Indian pupils generally misspell?

✓ What are their common spelling difficulties?

There are generally two methods of teaching English, the direct method and the translation method, not to speak of a mixture of both.

✓ Does spelling attainment differ with the method of teaching? ✓ Does classification of words according to spelling similarities help?

✓ Does spelling ability bear any relation to the IQ of pupils?

What are the main causes of bad spelling in high schools?

Does self-correction of spelling errors help?

Does the habit of dictionary use help?

Determination of word lists for each age group.

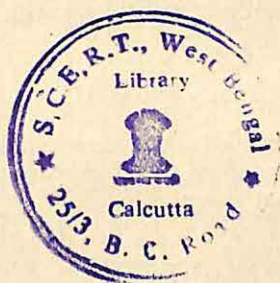
The study habits of successful spellers.

Tests to diagnose spelling disability.

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SPELLING LISTS



A NOTE ON THE USE OF SPELLING LISTS

APPENDIX I

There are three groups of words arranged in order of difficulty. They illustrate simple vowel sounds and the teacher should write one of each group on the blackboard and ask his pupils to put down as many words as they can of similar sounds. A good drilling is necessary.

APPENDIX II

Groups of words similar in spelling. The teacher should take care to deal with these groups one by one so that no word of the one is dealt with along with any word of the other.

APPENDIX III

Groups of words with silent letters. The teacher should write one of each group on the blackboard and ask the pupils to find others of that group.

APPENDIX IV

Pairs of words having similar or identical sounds but differing in spelling and meaning. They should be used in sentences, their meanings explained and their usages illustrated. Later on the pupils should be asked to make up their own sentences, illustrating the use of each one of them. Often etymology or parsing of these words will be helpful in fixing distinctions in the minds of the pupils.

APPENDIX V

Further groups of words having similar spelling elements which should help to suggest how teachers may form their own groups incidentally for their classes.

APPENDIX VI

Three lists of words A, B and C. Every student who goes up for the High School Examination in India should be able to spell them aright. They have been made up from the written work of the ninth and tenth classes and will be helpful in marking key words in any passage for dictation and also serve as an easy reference.

MEASURING SCALE

Students	No. of key words	No. of errors	Percentage of correction	Percentage for the class
A	20	6	70	...
B	...	7	65	...
C	...	5	75	...
D	...	8	60	...
E	...	3	85	78
F	...	1	95	...
G	...	5	75	...
H	...	4	80	...
I	...	3	85	...
J	...	2	90	...

At the end of a term averages for individuals may be calculated to find out what progress they have made.

APPENDIX I

GROUP 1

man
can
band

cat
bat
sat

cap
lap
map

get
wet
net

bed
leg
beg

hen
men
pen

red

sit
bit
sick

sing
bring
tick

big
fig
dig

hill
pill
mill

hot
pot
not

dog
cock
rob

stop
shop
frog

rod
fox
of

run
sun
jug

cup
shut
thumb

tub
but
gun

hard
yard
half

grass
last
calm

raft
cast
craft

lard
bath

all
tall
ball

walk
talk
hawk

hall
chalk
pall

came
game
slate

age
cage
brave

face
wake
place

ate
gate
made

day
way
play

say
may
pray

pay
clay
bay

APPENDIX I

GROUP 2

black slap	lamb add	glad rag	plan drag	
lamp	camp	bank		
deck neck	fed den	set sell	egg	
stick ship	rich slip	begin hit	still fill	
shot crop	cross rock	soft lock	god blot	
fun sun	much sum	such drum	dug pup	
pass mast	mark hark	marsh harsh	balm calf	
small call stall	halt malt	bald stalk	want	
frame shape	slave cave	ale lame	stage plate	trade safe
more	shore			
pole	hole	robe	wrote	

GROUP 3

wrap van	crack clad	cram strap	slab pad
shed sex	dress fret	speck glen	flesh less

knit	slim	drill		
spit	twin	chill		
flog	sob	block		
spot	mob	stock		
bug	cuff	bun	gut	club
drug	shun	chum	spun	
shame	knave	shade	space	
shake	shave	grade	paste	
aid	sail	pail	paid	
main	wail	maim	raid	

APPENDIX II

GROUP 1

Words in which -ea- sounds as -ee-

beat	neat	heat	eat
meat	seat	cheat	bleat
treat			
read	lead	knead	plead
bead			
meal	deal	heal	weal
seal	zeal	peal	teal
beak	peak	weak	leak
teak	creak	freak	speak
beam	dream	cream	seam
ream	team	steam	gleam
clean	lean	dean	mean
bean			

each	beach	reach	
peach	preach	breach	
leap	reap	cheap	heap
ease	crease	lease	increase
please	decrease	grease	cease
tease			
heave	leave	cleave	weave
sea	tea	flea	plea

GROUP 2

Words with -ee-

feet	meet	sheet	sweet
fleet			
deed	need	seed	heed
feed	bleed	greed	speed
creed	weed		
feel	heel	kneel	reel
week	seek	meek	Greek
creek			
seem	teem	deem	redeem
seen	keen	queen	spleen
cheese	geese	breeze	wheeze
keep	sleep	peep	deep
sheep	weep	sweep	steep
creep			
beef	beseech	screech	leech
bee	see	fee	wee

GROUP 3

Words ending in -ite

bite	write	kite	site
white	spite	excite	smite
recite	trite	sprite	mite

Words ending in -ight

night	light	fight	right
might	sight	bright	tight
flight	slight	alight	delight
plight	tight	blight	fright

GROUP 4

Words ending in -ought

ought	brought	fought	thought
sought	bought	nought	drought

Words with -aught-

aught	caught	daughter
fraught	taught	haughty

GROUP 5

Words with -o-

gold	sold	bold	cold
host	most	post	ghost
sport	port	bolt	fold
roll	toll	pole	hole

Words ending with -o-e

pole	sole	shore	vote
code	rode	dote	note
bone	stone	tone	zone
pope	rope	hope	home
bore	sore	pore	more
core	lone	robe	globe

Words with -oa-

goat	boat	oat	coat
load	goad	toad	road
boar	board	hoard	float
soap	loaf	roam	moan
loan	coal	goal	roar
soar	boast	toast	roast

Words with -ou-

court	pour	mould	flour
-------	------	-------	-------

Words with -oo-

door	floor	poor	good
------	-------	------	------

GROUP 6

Words ending in -l

until	fulfil	April	nil
council	devil	peril	pencil
travel	gravel	panel	barrel
camel	chapel	compel	rebel

Words ending in -ll

till	bill	hill	mill
fill	drill	kill	chill
pill	still	skill	will
twill	spill	gill	rill
sell	bell	farewell	dwell
swell	dell		

Words with -ll-

woollen	swollen
---------	---------

GROUP 7

Words with -oo- like u in mud

blood	flood
-------	-------

Words with short sound of -oo-

book	good	look	betook
wood	hood	nook	forsook

Words with long sound of -oo-

mood	food	spoon	moon
noon	fool	tool	cool

GROUP 8

Nouns which take *-es* in the plural form

Words ending in -ch

bench	benches	watch	watches
match	matches	coach	coaches
church	churches	ditch	ditches
peach	peaches	clutch	clutches
branch	branches	witch	witches

Nouns ending in -sh

brush	brushes	dish	dishes
flash	flashes	bush	bushes
blush	blushes	slash	slashes

Nouns ending in -s

gas	gases	pass	passes
dress	dressess	lass	lasses
mass	masses	princess	princesses
glass	glasses	cross	crosses

Nouns ending in -x

box	boxes	fox	foxes
sex	sexes	tax	taxes
index	indexes	climax	climaxes
	hoax	hoaxes	

Exception: (ox: oxen)

Nouns ending in -z

topaz	topazes	fez	fezes
-------	---------	-----	-------

Nouns ending in -o preceded by a consonant

mango	mangoes	hero	heroes
negro	negroes	potato	potatoes
cargo	cargoes	echo	echoes
buffalo	buffaloes	motto	mottoes
	volcano	volcano	volcanoes

Exceptions:

piano	pianos	canto	cantos
halo	halos	dynamo	dynamos
	quarto	quartos	

GROUP 9

Nouns ending in -o preceded by a vowel add -s only in their plural form

bamboo	bamboos	cameo	cameos
	folio	folios	

Nouns ending in a consonant followed by -y change to -ies in the plural form

fly	flies	duty	duties
army	armies	city	cities
sky	skies	copy	copies
lady	ladies	story	stories
spy	spies	party	parties

Nouns ending in -y preceded by a vowel form their plurals by the addition of -s

boy	boys	toy	toys
key	keys	play	plays
monkey	monkeys	valley	valleys
storey	storeys		

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Nouns ending in -f or -fe form their plurals by changing the -f or -fe to v, and adding -es

calf	calves	knife	knives
myself	ourselves	loaf	loaves
leaf	leaves	thief	thieves

Exceptions:

chief	chiefs	gulf	gulfs
proof	proofs	cliff	cliffs
grief	griefs	hoof	hoofs
dwarf	dwarfs	safe	safes

GROUP 10

Words ending in -ace

race	ace	face	grace
lace	pace	place	space
trace	necklace	embrace	surface
furnace	terrace	disgrace	deface

Words ending in -ase

case	base	vase	erase
------	------	------	-------

Words ending in -ass

harass	embarrass	bass	amass
--------	-----------	------	-------

GROUP 11

Words with -oo-; -u-e; -ui-; -o-e and -ui-e, all having the same sound

-oo-

boot	school	tool	pool	brood
spoon	boon	stoop	bloom	boom
doom	mood	roof	loom	

-u-e

flute	brute	yule	rude
rule	crude	prude	parachute

-ui-

fruit	suit	pursuit
-------	------	---------

-o-e

move	prove	lose	whose
------	-------	------	-------

-ui-e

juice	cruise	bruise
-------	--------	--------

GROUP 12

Words ending in -ear

appear	dear	ear	fear
clear	hear	gear	spear
shear	besmear	drear	year

Words ending in -eer

beer	cheer	deer	peer
seer	queer	steer	sneer
career	compeer	domineer	volunteer
engineer	auctioneer	reindeer	veneer

Words ending in -ere

mere	sphere	here	atmosphere
persevere	interfere	insincere	severe
revere	adhere	cohere	sincere

Words ending in -ier

cashier	terrier	barrier	
soldier	grenadier	brigadier	carrier

Note: All adjectives ending in *-y* change to *-ier* in their comparative form, e.g., **merry**: **merrier**, etc.

Words ending in -ior

warrior	junior	senior	exterior
inferior	superior	interior	

GROUP 13

Verbs which double their final consonant before -ed

drop	dropped	stop	stopped
travel	travelled	quarrel	quarrelled
compel	compelled	level	levelled
plan	planned	occur	occurred
trim	trimmed	slip	slipped
omit	omitted	wet	wetted
submit	submitted	worship	worshipped

Verbs which do not double their final consonant before -ed

visit	visited	limit	limited
conceal	concealed	profit	profited
benefit	benefited	digest	digested
content	contented	repeat	repeated
succeed	succeeded	treat	treated

GROUP 14

Words which double their final consonant before -ing

get	getting	sit	sitting
run	running	dig	digging
cut	cutting	dip	dipping
drop	dropping	begin	beginning
shut	shutting	swim	swimming
occur	occurring	plan	planning
quarrel	quarrelling	fit	fitting
trim	trimming	forget	forgetting
throb	throbbing	compel	compelling
flog	flogging	bid	bidding

Words which do not double their final consonant before -ing

eat	eating	find	finding
sing	singing	sign	signing
visit	visiting	limit	limiting
shoot	shooting	cool	cooling
meet	meeting	beat	beating
scream	screaming	lean	leaning
cheat	cheating	tread	treading
ponder	pondering	profit	profiting
seal	sealing	droop	drooping

GROUP 15

Words with -a-

bard	hard	bark
fast	last	bask
walk	warmth	gall
malt	salt	bald

Words with -au-

cause	fraud	caught
taught	pause	applaud
August	autumn	laundry
fault	haunt	maul

Words with -aw

lawn	straw	crawl
fawn	flaw	brawl
pawn	claw	draw

GROUP 16

Words ending in -o

also	hero	echo	cargo
piano	tobacco	motto	photo
potato	mosquito	halo	hallo

Exception: cocoa

Words ending in -ow

morrow	sorrow	borrow	sparrow
yellow	mellow	fellow	arrow
allow	swallow	below	wallow
envelop (verb)	•	elope	develop
envelope (noun)			

GROUP 17

Words ending in -ary

salary	library	January
necessary	contrary	secretary
primary	secondary	ordinary
temporary	stationary	boundary
dictionary	customary	proprietary
granary	sanitary	February
literary	seminary	solitary

Words ending in -ery

bravery	battery	gallery
nursery	flattery	scenery
livery	delivery	recovery
silvery	mystery	machinery
discovery	forgery	stationery
watery	lottery	prudery
fishery	pottery	greenery

Words ending in -ory

memory	factory	victory
laboratory	exclamatory	satisfactory
dormitory	territory	statutory
cursor	lavatory	migratory
transitory	accessory	oratory
promontory	reformatory	allegory

Note: injury armoury

GROUP 18

Words ending in -city

city
velocity
paucity
elasticity
rusticity

felicity
atrocitv
rapacity
tenacity
scarcity

ferocity
publicity
sagacity
plasticity
duplicitv

Words ending in -sity

curiosity
adversity
animosity
intensity

universitv
perversity
diversity

necessity
falsity
density

GROUP 19

Words ending in -ance

dance
balance
appearance
substance
instance
utterance
maintenance
acquaintance
clearance
hindrance
countenance

glance
prance
entrance
assistance
attendance
elegance
romance
finance
nuisance
vengeance
extravagance

distance
guidance
admittance
resistance
ignorance
radiance
importance
grievance
significance
inheritance
stance

Words ending in -ence

hence
confidence
fence
defence
offence
patience
licence
audience
consequence
insolence
silence
intelligence

absence
residence
innocence
evidence
difference
commence
science
obedience
reference
whence
reverence

presence
influence
correspondence
deference
sentence
penitence
dependence
competence
indolence
magnificence
negligence

Words ending in -ense

dense	sense	tense
expense	license	nonsense
recompense	intense	incense
dispense	suspense	condense

GROUP 20

Words ending in -ar

sugar	pillar	tartar
cedar	polar	vicar
mortar	nectar	dollar
lunar	beggar	calendar
regular	scholar	peculiar
grammar	similar	friar
singular	vinegar	collar

Words ending in -er

eager	water	dagger
hammer	charter	character
customer	carpenter	conquer
employer	feather	gather
juggler	ledger	leather
matter	mourner	stammer
lecturer	jeweller	lawyer
murder	astronomer	prompter
neuter	pitcher	defender
render	temper	stationer

Words ending in -or

actor	author	bachelor
arbitrator	censor	corridor
debtor	error	equator
horror	janitor	languor
liquor	legislator	motor
mayor	monitor	narrator
pallor	protector	professor
spectator	suitor	stupor
tailor	traitor	tremor
translator	donor	sailor

Words ending in -our

colour	labour	rumour
ardour	amour	clamour
harbour	parlour	odour
vapour	splendour	succour
honour	humour	endeavour
demeanour	valour	armour

Words ending in -re

centre	acre	fibre
lustre	meagre	metre
spectre	lucre	theatre
sepulchre	massacre	litre

Words ending in -ur

fur	occur	recur
cur	concur	murmur
augur	demur	

GROUP 21

Words ending in -tial

martial	partial	essential
palatial	influential	substantial
credential	confidential	
torrential	reverential	

Words ending in -cial

official	special	facial
racial	commercial	superficial
provincial	artificial	

GROUP 22

Words ending in -ial

joyial	filial	genial
aerial	cordial	pictorial
trivial	perennial	serial
menial	imperial	industrial
dial	denial	burial

Words ending in -eal

ideal
funereal

ordeal
ethereal

unreal
cereal

GROUP 23

Words ending in -cal

practical
medical
focal
radical

identical
vertical
vocal
economical

nautical
chemical
whimsical
lyrical

Words ending in -cle

cycle
particle

article
obstacle

icicle
spectacle

GROUP 24

*Words with -au-, -ua-, -er- and -ea- giving the same sound
as a in bark*

-au-

laugh

aunt

draught

-ua-

guard

guardian

-er-

clerk

sergeant

Berkshire

-ea-

heart

hearth

GROUP 25

Words with -ie-

belief
relief
siege
grieve
yield
wield

believe
relieve
besiege
field
mien
piece

achieve
niece
shield
grief
fiend
retrieve

Note: friend

Words with -ei-

receive
seize
weird
ceiling

receipt
conceive
surfeit

deceive
conceit
deceit

Note: either and neither

GROUP 26

Words ending in -ceed

proceed

succeed

exceed

Words ending in -cede

precede
accede

recede
secede

concede

GROUP 27

Words ending in -eat

repeat
cheat
beat
retreat
meat

defeat
seat
treat
feat
heat

bleat
neat
entreat
eat
wheat

Words ending in -ete

compete
concrete
effete

delete
complete
deplete

athlete
replete
secrete

Words ending in -eet

meet
street

greet
sleet

sheet
feet

GROUP 28

r with different vowels giving the same sound

girl
dirge
mirth

bird
shirt
birth

first
birch
thirst

girth
skirt
dirty

hurt
church
burst

burn
turtle
curse

turn
lurch
curl

urge
hurdle
purse

earth
pearl

search

learn

dearth

worth
worse

word
worm

world

work

merge
terse

perch
disperse

err
herd

berth
immerse

GROUP 29

Words ending in -y

story
bury
matrimony

lorry
fury
sticky

cosy
folly
belly

country
hobby
rally

Words ending in -ey

storey	honey	money	turkey
jockey	hackney	key	volley
monkey	donkey	valley	

GROUP 30

Words ending in -tion

ambition	action	mention
definition	sanction	distinction
section	operation	reception
narration	intention	fraction
association	faction	protection
attention	station	objection

Words ending in -sion

mansion	compulsion	admission
session	pretension	tension
discussion	possession	confusion
excursion	pension	
dimension	oppression	

GROUP 31

Words ending in -ent

present	absent	innocent
resident	different	evident
penitent	obedient	competent
confident	silent	indolent
insolent	consequent	discontent
solvent	continent	permanent
represent	magnificent	vehement
ancient	patient	sufficient
reticent	eminent	imminent
efficient	negligent	deficient
merriment	recipient	prominent
talent	sentiment	patent
parent	torment	apparent
convenient	lament	violent
accident	president	descent

Words ending in -ant

elephant	giant	dominant
important	arrogant	inhabitant
fragrant	tenant	dormant
claimant	remnant	exorbitant
servant	confidant	instant
assistant	significant	lieutenant
attendant	tyrant	extravagant
elegant	informant	applicant
brilliant	ascendant	pleasant
descendant	reluctant	stagnant
radiant	relevant	

GROUP 32

Words ending in -able

able	capable	liable
probable	agreeable	desirable
enviable	suitable	profitable
tolerable	navigable	pitiable
credible	favourable	sociable
lamentable	reliable	movable
irritable	curable	inevitable
separable	irreparable	

Words ending in -ible

visible	possible	sensible
audible	edible	forcible
intelligible	fallible	digestible
plausible	destructible	permissible
legible	eligible	terrible
convertible	resistible	tangible

GROUP 33

Words ending in -al

final	trial	phial
bridal	principal	recital
oval	postal	withdrawal

renewal	coastal	annal
jackal	canal	moral
coral	animal	natal
penal	petal	social
journal	rural	oral
central	vocal	focal
normal	portal	mathematical
signal	regal	royal
loyal	dial	manual
vital	mental	naval

Words ending in -el

hotel	camel	channel
level	novel	travel
marvel	vowel	revel
tunnel	funnel	flannel
apparel	gravel	barrel
model	jewel	rebel

Words ending in -le

idle	table	cable
fable	bottle	double
little	dabble	rabble
trouble	bubble	treble
rattle	principle	cripple
shuttle	knuckle	tickle
mingle	single	dangle
angle	triangle	mantle
handle	ankle	bangle

GROUP 34

Words ending in -ck

sick	trick	rock	shock
peck	clock	brick	block
track	pick	thick	frock
nick	lick	tick	slack
kick	knack	smack	hack

Words ending in -c

Arctic	comic	traffic
civic	mimic	poetic
tragic	tropic	dramatic
basic	magic	lunatic
epic	arithmetic	picnic
colic	lyric	tunic

GROUP 35

Words ending in -eam, -eem and -eme all giving the same sound

-eam

beam	gleam	seam
team	ream	dream
steam	scream	
cream		

-eem

teem	seem	deem
redeem	esteem	

-eme

supreme	theme	scheme
extreme		

GROUP 36

The sound z in -se and -ze

-se

demise	rise	advertise	ease
please	advise	excise	cheese
praise	phrase	tease	pose
nose	prose	likewise	surmise
apprise	surprise	revise	exercise

-ze

prize	breeze	organize	size
craze	graze	freeze	maize
minimize	terrorize	hypnotize	realize

GROUP 37

Words ending in -ay

play	betray	sway
defray	clay	waylay
portray	Norway	mainstay
delay	tray	slay
essay	quay	pay

Words ending in -ey

prey	grey	abbey
convey	survey	they
disobey	whew	

Words ending in -eigh

neigh	weigh	inveigh
-------	-------	---------

GROUP 38

Words ending in -ious

serious	curious	furious
religious	tedious	notorious
glorious	melodious	industrious
odious	pious	injurious
malicious	luxurious	victorious
previous	illustrious	obnoxious

Words ending in -eous

courteous	hideous	erroneous
plenteous	spontaneous	instantaneous
gorgeous	courageous	advantageous
outrageous		

GROUP 39

Words ending in -age

bandage	savage	bondage
passage	message	homage
ravage	adage	damage
usage	manage	village
tillage	courage	average

Note: marriage, carriage

Words ending in -ege

college	privilege	allege
---------	-----------	--------

Words ending in -edge

knowledge	fledge	dredge
acknowledge		

Words ending in -idge

bridge	ridge	cartridge
partridge	porridge	

GROUP 40

Words ending in -ue

virtue	true	blue
hue	rescue	pursue
clue	sue	issue

Words ending in -ew

dew	crew	blew
slew	chew	grew
Jew	new	stew

Note: view and interview

GROUP 41

Words ending in -ety

society	anxiety	variety
safety	piety	rickety
propriety	nicety	fidgety
entirety	satiety	

Words ending in -ity

ability	reality	charity
levity	gravity	purity
utility	opportunity	timidity
verity	severity	hilarity

GROUP 42

Words ending in -cious

malicious	suspicious	delicious
atrocious	gracious	ferocious
auspicious	precious	capricious
sagacious	conscious	judicious

Words ending in -tious

ambitious	seditionous	conscientious
pretentious	propitious	fictitious
infectious	facetious	

GROUP 43

Words ending in -ome

income	welcome	dome
troublesome	tiresome	handsome

Words ending in -om

blossom	freedom	venom
idiom	accustom	custom
kingdom	seldom	ransom
axiom	random	

Words ending in -um

album	medium	decorum
chum	odium	radium
vacuum	premium	tedium
forum	emporium	minimum
maximum		

APPENDIX III

*Words with silent letters**Silent b*

doubt	doubted	doubtful
undoubted	undoubtedly	redoubtable
debt	debtor	indebted
comb	tomb	entombed
subtle	subtlety	benumbed

Silent c

scene
sceptre
crescent
science
aquiesce

victuals
scent
muscle
omniscience
abscess

descendant
scissors
scimitar

Silent d

Wednesday
ridge
grudge

knowledge
judge
lodge

bridge
trudge
acknowledge

Silent g

sign
foreign
sovereign
reign

design
assign
campaign
malign

resign
consign
deign
champagne

Silent h

heir
shepherd

honest
honour

Silent ch

yacht

Silent gh

right
tight
plight
bought
eight
haughty
through
borough
freight

might
sight
flight
sought
taught
daughter
thorough
naughty
weight

light
fight
bright
brought
caught
neighbour
slaughter
straight
height

Silent k

knife
knowledge

knight
knave

kneel
know

Silent l

calf
balm
palm

half
calm
halve

almond
psalm
alms

Silent n

autumn
hymn

solemn
column

condemn

Silent p

psalm
psychology
cupboard

corps
pneumonia
psalmist

receipt
pseudonym
psalter

Silent s

island
islet

aisle
viscount

isle
puisne

Silent t

listen
Christmas
rustle
nestle
itching
watch
clutch
hitch

hasten
moisten
whistle
wretched
mistletoe
batch
hatchet
witch

fasten
bustle
wrestle
etching
apostle
crutch
catch
often

Silent u

biscuit
guard
guess
guitar
guild

buy
guise
beguile
guinea

building
disguise
guide
guarantee

Silent ue

league
colleague
dialogue
pedagogue

fatigue
intrigue
catalogue
plague

tongue
vague
demagogue

Silent w

whole
answer
wrangle
wrong

wry
wrestle
wholesome
wrist

write
wretched
whooping-cough

APPENDIX IV

Words often confused

ale	bale	male	made
ail	bail	mail	maid
hale	pale	sale	tale
hail	pail	sail	tail
vale	quiet	mane	pane
veil	quite	main	pain
wail			
plane	gate	find	vine
plain	gait	fined	wine
			whine
seen	alter	wait	way
scene	altar	weight	weigh
lessen	sees	hire	whole
lesson	seas	higher	hole
	seize		
	cease		
right	sent	coarse	blue
write	scent	course	blew
flee	dual	would	sole
flea	duel	wood	soul
waist	pray	two	were
waste	prey	too	wear
		to	where

wont	suit	aught	seam
want	soot	ought	seem
fain	lain	son	rot
feign	lane	sun	wrought
parade	horde	buy	sore
prayed	hoard	bye	soar
		by	
cellar	boar	mantle	leather
seller	bore	mantel	lather
picture	rap	liar	toll
pitcher	wrap	lyre	tall
loan	bow	jealous	sealing
lone	bough	zealous	ceiling
dear	manner	beer	panel
deer	manor	bear	penal
		bier	
hear	medal	peer	fair
here	meddle	pear	fare
cast	road	climb	rear
caste	rode	clime	rare
root	shear	furs	seer
route	sheer	firs	sere
		furze	
martial	gauze	flour	story
marshal	gauge	flower	storey
with	hew	imperial	weather
whither	hue	imperious	whether
prophet	nay	allowed	accept
profit	neigh	aloud	except

cell	access	holy	allude
sell	excess	wholly	elude
mettle	rain	birth	pour
metal	reign	berth	pore
	rein		
canvas	affect	casual	adopt
canvass	effect	causal	adapt
their	allusion	compliment	principal
there	illusion	complement	principle
defer	loose	check	proceed
differ	lose	cheque	precede
cite	advise	creditable	stationary
sight	advice	credible	stationery
site			
dying	latter	dessert	wreath
dyeing	letter	desert	wreathe
	later		
eruption	vacation	knotty	decent
irruption	vocation	naughty	descent
need	assent	team	disease
knead	ascent	teem	decease
weak	idle	cord	bridle
week	idol	chord	bridal
core	receipt	accede	continual
corps	recede	exceed	continuous
apposite	physique	assay	ingenuous
opposite	physic	essay	ingenious
addition	voracious	confident	slight
edition	veracious	confidant	sleight
envelop	cession	concert	eminent
envelope	session	consort	imminent
emerge	council	deference	corporal
immerge	counsel	difference	corporeal

councillor counselloer	eligible illegible	emigrant immigrant	deprecate depreciate
elicit illicit	divers diverse	judicial judicious	precedent president
proposition preposition	prophecy prophecy	facility felicity	succeed secede

APPENDIX V

Groups of words similar in spelling

polish cherish banish foolish	abolish relish Danish bookish	demolish perish Spanish boorish
abuse amuse diffuse attribute acute	accuse fuse confuse repute salute	abuse profuse refuse mute confute
threw flew	chew crew	grew knew
power flower vowel	tower bower trowel	shower towel bowel
little ripple	middle higgle	riddle giggle

wicket
picket
pack
sack
hockey

cricket
wicked
lack
rack
jockey

ticket
rickets
track
slack
mockery

lovely
bravely
nicely

lately
severely
savagely

lonely
merely
solely

really
totally
frugally

cruelly
wholly

brutally
continually

luckily
merrily

funnily
happily

hastily
easily

humbly
idly

duly
simply

truly
wily

journal

journey

journalist

hour

hourly

sour

eight
weight
neighbour

eighty
weighty
sleigh

weigh
neigh
height

acquire
acquaintance

acquaint

acquit

rattle
saddle

battle
paddle

cattle
waddle

annual
usual

manual
continual

gradual
mutual

soil
spoil
coil

avoid
noise
foil

moist
toil
voile

dial

trial

phial

lemon

melon

demon

sermon

eleven

seven

heaven

curtain

certain

empire
require
aspire

umpire
acquire
perspire

admire
inquire
respire

parrot

carrot

gallop

friend

ancient

December

November

remember

ready
steady

readily
steadily

instead
thread

behead
spread

tread
dread

drown
crown
frown

drowned
crowned
frowned

drowning
crowning
frowning

100 THE TEACHING OF ENGLISH SPELLING

weary
dreary

weariness
dreariness

wearily
drearily

hurry

hurried

hurriedly

bleed
speed
feed
wed
bed

bled
sped
fed
wedding
bedding

weed
need
seed
wedded

vague
gradual

plague
graduate

ague
gradient

stage
discourage

wage
savage

average
drainage

picture

lecture

fracture

fraction
afflict

faction
conflict

fiction
inflict

section

election

selection

comb
ample
trample
condemn
dumb

tomb
sample
autumn
thumb

womb
example
solemn
climb

account
accomplish
accusation
accept
accident

according
accurate
access
acceptance

accompany
accuse
accent

marry
carry
venture
college

married
carried
venturesome
allege

marriage
carriage
adventure

obedient
lenient
experience

obedience
convenient
expedient

lenience
convenience

sufficient

efficient

ancient

religion
curious
serious

religious
previous
victorious

anxious
industrious
glorious

APPENDIX VI

List A

abuse
acute
alas
almost
always
answer
arrive
awe
banana
boundary
bare
bathe
beak
beard
becoming
begged
Bible
biting
boiled
bottom
breath

across
agree
alight
alter
angel
appear
attack
backer
believe
breadth
bargain
bath
beam
beast
bedding
beggar
bigger
bitter
bosom
bough
breathe

actor
airy
allow
although
anna
around
avoid
bale
bicycle
banner
baron
battle
bear
beautiful
begging
belly
birth
blue
bottle
brake
bridegroom

bridge	brief	brilliant
brutal	bucket	buffalo
bugle	bunch	bundle
business	button	canal
capacity	captain	carriage
carried	carrying	castle
cattle	caught	celebrate
cellar	centre	channel
character	chariot	cheap
check	cheerfully	cheese
chew	chicken	chief
children	choice	choose
chorus	Christian	Christmas
circle	circular	circus
clerk	coffin	collar
college	coming	common
companion	comparative	compel
compelled	compete	connect
conquer	continent	control
controlled	coolie	cough
cousin	cream	create
cricket	cunning	curious
cycle	daily	dangerous
daughter	dazzle	deceive
degree	defeat	desert
dew	diary	digging
dimmer	dirty	disease
discovery	dipped	ditch
division	dryness	eager
earth	easily	eighth
either	empire	emptiness
enemy	envoy	envious
essay	envy	excellent
except	extreme	farewell
feather	feminine	fifth
finger	forty	fought
friend	fruit	fulfil
gardener	gentle	gently
giant	goal	grammar
grey	grief	guest
guilty	hammer	handle

happily	heart	heaven
heavy	height	heroes
heroine	hockey	homely
honour	honey	horror
idle	imagine	injury
interest	jackal	jealous
jewel	judge	kitchen
knowledge	kneel	ladder
lantern	laughter	lawn
lazily	leather	length
lessen	lesson	library
likely	lion	little
lonely	loose	lose
lovely	maiden	malaria
manual	marble	mathematics
meadow	medal	merrily
minor	mischief	misery
mosque	muddy	narrate
narrow	natural	naughty
neigh	neighbour	neither
neuter	ninety	ninth
noise	obvious	ocean
oily	opponent	oral
ought	owner	paid
palace	parcel	pastime
patriot	peace	penny
peon	piece	pillar
plane	plain	poison
possess	pour	preach
previous	prey	principal
proper	pulse	purple
purse	quarrel	quiet
raise	ratio	razor
ready	receive	receipt
receive	reign	rein
relief	repeat	riddle
rival	rough	rubber
rupee	saddle	safety
salary	scene	scent
science	search	seize
senior	sense	separate

settle	siege	sneeze
snore	soldier	solemn
sparrow	special	square
stammer	stir	stomach
storey	straight	strength
succeed	suffer	sugar
suit	supper	surround
survey	tailor	tangent
terrible	terror	thief
thirtieth	tidy	tigress
title	toilet	tongue
total	tour	traveller
truly	Tuesday	tutor
turkey	twelfth	two
umbrella	umpire	until
usual	utter	vacant
vacation	vague	valley
various	vegetable	vehicle
veil	vein	vessel
view	village	visitor
voice	vowel	waist
weapon	weather	wedding
welcome	wheat	wooden
world	worry	wrath
wrist	written	yield

List B

admirable	agreeable	algebra
already	altogether	ambition
analysis	ancestor	annual
appeal	apposition	argue
arithmetic	arrival	article
assist	author	average
awful	bachelor	balance
beginning	belief	benefit
betrothal	blossom	bravery
bridle	bulky	bullet
burial	butcher	camera
cancelled	canvas	career
caution	cease	central
ceremony	certainty	changeable

chemical
chimney
cigarette
cleanliness
collide
commerce
community
conceit
confer
continuous
councillor
creature
curiosity
dainty
decision
delicious
descend
develop
digestion
district
durable
easiness
editor
entrance
equip
exceed
failure
fatal
feeble
frequent
gallant
generous
George
governor
guide
heartly
hue
illness
immediate
industrial
intelligent

cherish
chivalry
civility
coarse
column
commercial
competition
conceive
conferred
conveyance
courteous
criminal
cushion
dairy
defiance
dense
desirable
devour
dignity
dreary
dutiful
eclipse
effort
envelop
error
expense
familiar
fault
festival
funeral
gallop
genius
goddess
gracious
haughty
heir
huge
imaginary
impatient
industrious
interval

chilly
chronicle
claimant
colony
comma
committee
compliment
concrete
considerable
corpse
cram
cupboard
customer
decent
definite
dental
desirous
diet
diligent
duly
earthen
edition
emperor
envelope
essential
extravagant
fashion
February
flour
furious
gaol
geometry
gossip
guess
heal
hotel
idol
imitate
imperial
injurious
invasion

irregular	issue	ivory
jealousy	journal	journey
juggler	juice	junior
kettle	knead	labour
later	latter	lawyer
lenient	lightning	liquid
livelihood	loosened	luggage
lunar	machine	magazine
magician	malady	mansion
marriage	martial	marvellous
meant	medicine	melancholy
military	mineral	mischievous
moisture	monster	mosquito
mountainous	moustaches	mutiny
mutual	navy	necessary
nervous	nourish	nowadays
nursery	oasis	obedience
occasion	occurred	odour
offered	official	onion
opinion	opium	optional
oxygen	palate	parade
parallel	partial	partner
passion	pebble	peculiar
peevish	pension	perceive
persevere	pierce	pigeon
piety	pious	pitcher
plague	pleasant	precious
predecessor	preparation	pressure
principle	prudent	purify
purpose	pursue	pygmy
quarrelled	quench	rattle
readiness	rebellion	recommend
recovery	recruit	referee
region	religion	remedy
renown	reproach	rescue
riot	rogue	rosy
ruin	rumour	Russia
sacred	satisfactory	scanty
scenery	scientific	scheme
secrecy	sentinel	session
several	severe	shallow

shield	silvery	sincere
sketch	skilful	slaughter
social	sour	sovereign
speech	sphere	sponge
spur	statue	steady
submit	succession	summon
support	supreme	surgeon
suspicion	sweat	syrup
tedious	telegram	tenant
theatre	theme	theory
tobacco	tomorrow	tournament
traitor	treasury	triumph
tuition	twilight	tyrant
unanimous	union	utility
valuable	vapour	verify
viceroi	violent	violin
virgin	virtuous	vision
volume	weight	welfare
whether	whistle	wholly
witch	woollen	wreck

List C

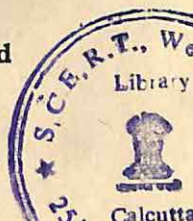
abbey	acknowledge	acquit
aghast	allege	allowance
ally	almond	ancient
anguish	anxiety	appetite
applaud	approach	armour
ascend	assembly	athletic
attendance	autumn	axiom
badge	baggage	ballad
ballot	bankrupt	banquet
barrier	bedew	behaviour
beneficial	besiege	bidding
biography	biscuit	bluish
boycott	breach	bridal
bustle	calamity	calendar
campaign	cashier	casual
catalogue	challenge	champion
chaos	characteristic	cheque
cholera	Christianity	circuit
civilization	clergy	clutch

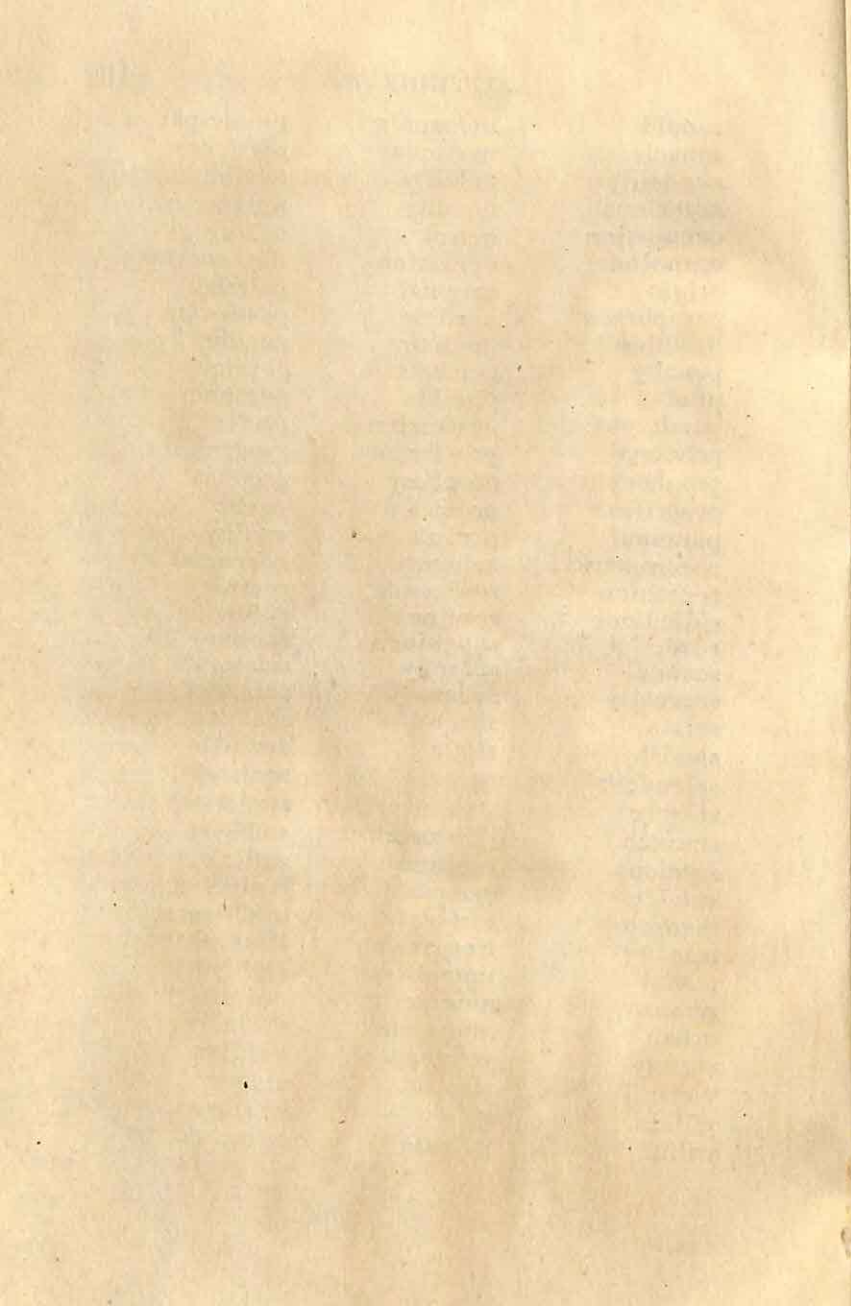
cobbler	collision	combat
comedy	communication	compulsion
compulsory	confident	congenial
conscience	contagious	convenient
corporal	corridor	counsel
counsellor	countenance	courtesy
credible	critical	culture
current	dacoity	decease
deference	deficiency	departure
despair	despise	destiny
disaster	disciple	discipline
dismiss	dowry	draught
earthquake	eclipse	ecstasy
efficient	elegy	eligible
embroider	eminent	enthusiasm
errand	etiquette	excel
excelled	exhibition	expedition
expel	experience	expert
explanation	explosion	facial
facility	fatigue	favourable
fierce	flannel	flatter
flavour	fluid	foreign
forgery	fragrant	fraud
gaiety	gallery	genuine
gesture	glorify	grandeur
greasy	grudge	guarantee
guardian	gymnastic	hackney
hazard	hereditary	hoarse
honorary	humorous	hypocrite
illegible	illiterate	illumine
imminent	immovable	independent
indignant	infectious	infinite
influence	institution	interfere
interview	intrigue	judgement
kidnap	league	legend
legible	leisure	liberty
lieutenant	literature	lottery
lustre	luxurious	malice
manufacture	massacre	maternal
meagre	melodious	memoir
minimum	monument	motto

mould
muscle
necessity
notorious
occupation
omission
origin
paraphrase
partition
penalty
pilot
ponderous
privilege
prophecy
proprietor
punctual
recompense
repetition
ridiculous
rustle
scandal
secretary
series
slavish
splendour
stagger
staunch
studious
suicide
theorem
tragedy
trivial
tyranny
urban
variety
versatile
villain
wilful

mourning
muscular
nobility
novelty
octroi
operation
original
particle
pathetic
penance
pitiable
possession
procession
prophecy
provision
pursuit
refuge
resistance
routine
sanguine
scarcity
senate
shrewd
slight
squeeze
stationary
structure
sublime
sympathy
torture
trespass
tunnel
unique
utterance
vengeance
vicious
volley
witness

municipal
mystery
notable
numerous
offspring
opportunity
palatial
particular
peculiarity
physique
pompous
prefer
programme
prophet
psalm
reality
rehearsal
review
ruffian
sanitary
scissors
sergeant
skeleton
sociable
squirrel
stationery
stubborn
sufficient
temporary
tradition
triumphant
typhoid
university
variable
verdure
vigour
wastage
wretched





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